2005
Academic Performance Index
Base Report

Information Guide

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Preface

The 2005 Academic Performance Index (API) Base reports will be released to the public on the California Department of Education (CDE) Web site on March 21, 2006, at ***http://api.cde.ca.gov***.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The guide explains the background and calculation of the 2005 API Base reports.

For API reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.)

This guide is not intended as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. The guide should be used in conjunction with academic accountability information provided on the CDE Web site at ***http://api.cde.ca.gov*** and ***http://www.cde.ca.gov/ta/ac/ap/***.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes key points of this document and of the 2005 API Base reports. The New Information section is aimed at readers generally familiar with API calculation and reports who need to know the latest news about the API.

- The second part covers **Background Information** that is aimed at readers who are unfamiliar with the basic method of API calculation and reporting. The Background Information section is for readers who need more specific information about the calculation and requirements of the API and types of API Base reports produced.

Appendixes are provided at the end of the guide to describe technical details and references related to the 2005 API Base reports. The appendixes also include a listing of CDE contacts and Internet sites, a glossary of terms and acronyms, and frequently asked questions and answers.

This publication is available on the CDE Web site and can be accessed at ***http://www.cde.ca.gov/ta/ac/ap/***. Material in this publication is not copyrighted and may be reproduced.

New Information

The New Information part of the guide summarizes key information relating to the 2005 API Base reports.

Key Points in This Guide

Topic	Description	For More Information
New Information		
Cohesive Reporting of API and AYP	■ **The California Department of Education (CDE) is now reporting both state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) results under the general heading of "Accountability Progress Reporting (APR)."** ■ The 2005-06 APR includes the 2005 API Base reports, the 2006 API Growth reports, and the 2006 AYP reports. ■ The CDE is also revising how it refers to the **year** of an API Growth report. Beginning with the 2005–06 APR, the year of the API Growth report will refer to the year of testing (rather than to the year of the API reporting cycle as it has in the past). Therefore, the API Growth report for the 2005–06 reporting cycle is referred to as the 2006 API Growth report (rather than the 2005–06 API Growth report).	"Highlights of the 2005 API Base Reports" (page 6)
2005 API Base	■ 2005 API Base reports will be posted on the Internet on March 21, 2006. ■ Reports include: • 2005 API Base • 2005–06 growth targets • Statewide and similar schools ranks • Subgroup information ■ **The State Board of Education (SBE) adopted the following changes for the 2005 API Base at its January 2006 meeting:** • **English learners and students with disabilities were added as API subgroups beginning with the 2005 API Base to meet the requirements of Senate Bill 722.** • **Six new variables (demographic characteristics) were added in determining similar schools ranks beginning with the 2005 API Base.** ■ No new indicators (test results) have been added to the 2005 API Base.	"Highlights of the 2005 API Base Reports" (pages 7 to 8)
2005 API Base Calculation	■ Because no new indicators have been added to the 2005 API Base, it is calculated using the same basic method, test weights, and indicators as used for the 2005 API Growth (which was reported in October 2005 in the 2005 API Growth report). ■ **The only difference between the 2005 API Base score and 2005 API Growth score calculation is that student records with testing irregularities are included in the 2005 API Base but were not included in the 2005 API Growth.** ■ The results of grade eleven students who passed the 2005 California High School Exit Examination (CAHSEE) are counted in the 2005 API Base. (This was implemented beginning with the 2005 API Growth.)	"Highlights of the 2005 API Base Reports" (pages 9 to 10)

Topic	Description	For More Information
2005 API Base Calculation (continued)	■ Consistent with federal No Child Left Behind (NCLB) Act of 2001 rules, a district of residence rule applied to students with disabilities is implemented. (This was implemented beginning with the 2005 API Growth.) ■ A revised definition of the 85 percent rule is implemented to allow more schools to receive an API. (This was implemented beginning with the 2005 API Growth.)	"Highlights of the 2005 API Base Reports" (pages 9 to 10)
2006 API Growth	■ **The complete 2006 API Growth reports, including subgroup information, are scheduled to be released in August 2006 in conjunction with the reporting of AYP information. The results will be reported regardless of whether or not schools and local educational agencies (LEAs) are changing their demographic data through the test publisher.** (An LEA is a school district or a county office of education.) ■ **The Standardized Testing and Reporting (STAR) Program will not allow out-of-level testing in 2006.** ■ **The results of grade eleven and grade twelve students who passed the 2006 CAHSEE will be counted in the 2006 API Growth.**	"Future Issues" (page 11)
2006 API Base	■ The 2006 API Base reports are scheduled to be released in March 2007. ■ The policy of the "assignment of 200" for mathematics (grades eight through eleven) and science (grades nine through eleven) will be reevaluated by the SBE for the 2006 API Base. ■ **The STAR Program will not allow out-of-level testing in 2006.** ■ The results of grade eleven and grade twelve students who passed the 2006 CAHSEE will be counted in the 2006 API Base.	"Future Issues" (pages 11 and 12)
Background Information		
API Purpose and Definitions	■ **The 2005 API Base reports and 2006 API Growth reports make up the 2005–06 API reporting cycle.**	"What is the API? and "API Reporting Cycle" (pages 17 to 19)
Calculation and Requirements	■ The API is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects the academic performance level of a school or LEA based on the results of statewide testing. The 2005 API Base reports reflect results of 2005 statewide testing.	"What is the API?" and "2005 API Base" (pages 17 to 31)
API Targets	■ The annual API growth target is 5 percent of the difference between the school's API and the statewide performance target of 800 or a minimum of one point growth. ■ Schools with an API Base of 800 or above must maintain an API at 800 or above. ■ Each numerically significant student subgroup at the school must achieve at least 80 percent of the schoolwide annual growth target. ■ LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but are not required under state law to meet growth target requirements.	"What are API Targets?" (pages 32 to 36)

Topic	Description	For More Information
Subgroup Definitions	■ **The SBE has defined subgroups for the API. Definitions for the two new subgroups (English learners and students with disabilities) match the definitions used in AYP calculations.**	"Definitions of Subgroups Used in the 2005 API Base Reports" (pages 34 and 35)
API Ranks	■ Schools receive a statewide rank that compares its API to other schools statewide. ■ Schools also receive a similar schools rank that compares its API to 100 other schools with similar demographic characteristics. ■ **Six new demographic characteristics are added to the calculation of similar schools ranks.** ■ **A new definition for pupil mobility used for similar schools ranks is implemented beginning with the 2005 API Base. The new definition now matches the mobility exclusion for determining valid scores for a school.** ■ LEAs and schools in the ASAM do not receive ranks.	"What are API Ranks?" (pages 37 to 42)
Appendix		
Technical Details	■ The Appendix includes the calculation rules and other technical information related to the 2005 API Base reports.	"Calculation Rules" (pages 59 to 65)
Where to Find Help	■ CDE offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access.	"CDE Contacts and Related Internet Sites" (pages 69 to 70)
Glossary of Terms and Acronyms	■ Key terms and acronyms used in describing the API are provided in the final section of the Appendix.	"Glossary of Terms and Acronyms" (pages 71 to 77)
API and AYP Questions and Answers	■ **Answers to frequently asked questions about API and AYP are provided.**	"API and AYP Frequently Asked Questions and Answers" (pages 78 to 90)

Highlights of the 2005 API Base Reports

Cohesive Reporting for API and AYP

The 2005 Academic Performance Index (API) Base reports will be released on March 21, 2006. This marks the beginning of the seventh API reporting cycle since the inception of the API in 1999. These reports meet state accountability requirements of the Public Schools Accountability Act (PSAA) of 1999.

The California Department of Education (CDE) is now reporting both state API and federal Adequate Yearly Progress (AYP) results under the general heading of "Accountability Progress Reporting." This new format provides academic accountability information about the state's public schools and LEAs in a more cohesive way because California's complete academic accountability system encompasses both state and federal requirements.

The 2005-06 Accountability Progress Reporting (APR) cycle includes the following reports:

2005-06 Accountability Progress Reporting (APR)

- 2005 API Base Reports
  - Released March 2006

- 2006 API Growth Reports
  - To be released August 2006

- 2006 AYP Reports
  (including 2006–07 Program Improvement information)
  - To be released August 2006

The 2006 API Growth reports, to be reported in August 2006, will include subgroup information.

The CDE is also revising how it refers to the **year** of an API Growth report. Beginning with the 2005–06 APR, the year of an API Growth report will refer to the year of testing (rather than to the year of the API reporting cycle as it has in the past). The API Growth report for the 2005–06 API reporting cycle, therefore, is referred to as the 2006 API Growth report (rather than the 2005–06 API Growth report). This new terminology will help to reduce the confusion between an API Growth "score" and an API Growth "report" since they will now have the same title.

2005 API Base

The State Board of Education (SBE) is responsible for determining the indicators and methodology for each year's API reporting cycle, which begins with the API Base report. The SBE discussed and adopted two new changes to the 2005 API Base report at its January 2006 meeting:

English Learners and Students with Disabilities

Although no new indicators (test results) are scheduled to be added to the 2005 API Base, the SBE adopted how to include English learners and students with disabilities as API subgroups in order to meet the requirements of Senate Bill 722 (Chapter 915 of 2004). Senate Bill 722 requires that these subgroups be added to the API. This action aligns the API subgroup definition with that of the No Child Left Behind (NCLB) Act of 2001. **The SBE decided that both subgroups will be required to demonstrate comparable improvement in the same way as other subgroups beginning with the 2005 API Base. Therefore, each numerically significant subgroup, including English learners and students with disabilities, must achieve an API growth of at least 80 percent of the schoolwide API target in order to meet comparable improvement.**

The definitions for English learners and students with disabilities match the basic definitions used in AYP calculations and are based on the results of the spring 2005 Standardized Testing and Reporting (STAR) Program administration and California High School Exit Examination (CAHSEE) student answer documents:

"English Learners" are defined as:	■ English learners (ELs) **OR** ■ Reclassified fluent-English-proficient (RFEP) students who have not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) for three years after being reclassified
"Student with Disabilities" is defined as:	■ A student who receives special education services and has a valid disability code

English learners who have been enrolled in U.S. schools for less than twelve months are excluded from all percent proficient or above calculations for the AYP. However, they are not excluded from the API calculations or the AYP participation rate calculations. (For the API, these students will be included in the schoolwide API if they have been enrolled in the school since the California Basic Educational Data System [CBEDS] data collection date. However, these students will be excluded from the English learner subgroup API in order for the English learner subgroups to match for AYP and API.) In calculating the API for the English learner subgroup for a school or LEA, redesignated fluent-English-proficient (RFEP) students are included in the subgroup API. However, RFEP students are not counted when determining whether the English learner subgroup meets the minimum subgroup size to be numerically significant. This rule matches the rule used in AYP

calculations. (See pages 34–35 for more information and example of the English learner subgroup rules.)

Senate Bill 722 also aligned the API definition of "numerically significant" with the AYP definition. The size of numerically significant subgroups for the API changed beginning with the 2004 API Base and is now a minimum of 100 valid test scores or at least 50 valid test scores that constitute 15 percent or more of a school's total valid scores.

Similar Schools Ranks

At its January 2006 meeting, the SBE also added six new variables to the formula used to determine similar schools ranks. Similar schools ranks have been confusing for some schools when the 100 schools with which they are compared do not appear similar according to the demographic variables used in the calculation. The addition of the following new variables should help to reduce this confusion:

Variable 1:

Percentage of grade span enrollments

Elementary Schools
- Grade two enrollment
- Grade six enrollment
- Grades seven and eight enrollment
- Grades nine through eleven enrollment

Middle Schools
- Grades two through five enrollment
- Grade six enrollment
- Grades nine through eleven enrollment

High Schools
- Grades two through five enrollment
- Grade six enrollment
- Grades seven through eight enrollment

Variable 2:

- Percentage of students in Gifted and Talented Education programs (GATE)

Variable 3:

- Percentage of students with disabilities

Variable 4:

- Percentage of reclassified fluent-English-proficient (RFEP) students

Variable 5:

- Percentage of migrant education students

Variable 6:

- Percentage of students in reduced class size for full day

Exact operational definitions of all similar schools characteristics are shown in "Similar Schools Demographic Characteristics Definitions" on pages 39 to 42.

2005 API Base Calculation

Same Indicators as 2005 API Growth

Because no new indicators are added to the 2005 API Base, it is calculated using the same basic method, test weights, and indicators as used for the 2005 API Growth (which was reported in October 2005). As a result, a school's 2005 API Base score may be identical to its 2005 API Growth score. The difference between the 2005 API Base and 2005 API Growth calculation is that student records with testing irregularities are counted in the 2005 API Base but were not counted in the 2005 API Growth reported last fall 2005. In addition, slight changes in the scale calibration factor (SCF) may cause a minimal change in a school's score from the 2005 API Growth to the 2005 API Base.

As in other API reporting cycles, however, the API Base is comparable only to the following year's API Growth. Therefore, the 2005 API Base only should be compared with the 2006 API Growth that will be reported in August 2006. A school's 2006 API Growth will include exactly the same method, test weights, indicators, and SCF as its 2005 API Base.

CAHSEE: Grade Eleven

Grade eleven students who did not pass the CAHSEE in 2004 were eligible to retake the CAHSEE in 2005. These results will be counted in the 2005 API Base for grade eleven students who passed either part of the CAHSEE and will not be counted for the students who did not pass either part. This rule was implemented beginning with the 2005 API Growth reports.

School District of Residence Rule

Another rule that was implemented beginning with the 2005 API Growth reports was the school district of residence policy. This rule was implemented to align state API calculation rules with federal NCLB Act rules. This rule continues to be applied for the 2005 API Base. Test results of students enrolled at a county office of education (COE) or school district special education school that lists a school district of residence code for the student are assigned to the school district of residence for an LEA's API report. The results of these students are still included in the school API report of the sending COE or school district but are not included in the LEA API report of the sending COE or school district.

85 Percent Rule

The *California Code of Regulations*, Title 5, specifies that an API shall be considered invalid if the percent of test takers in grades two through eleven in a content area is less than 85 percent. As a result, high schools that are small and/or in the Alternative Schools Accountability Model (ASAM) tend to have a higher percentage of invalid APIs. (The 85 percent rule is applied to schoolwide APIs only and is not applied to subgroup APIs.)

The definition of the 85 percent rule was revised, beginning with the 2005 API Growth, to allow more schools to receive an API. This new definition continues to be applied for the 2005 API Base. The new definition applies the 85 percent rule only to content areas of the school that have 100 or more students enrolled since the California Basic Education Data System (CBEDS) data collection date. The 85 percent rule is applied to the following content areas and grade levels:

- English-language arts (grades two through eleven for CST and California Alternate Performance Assessment [CAPA])
- Reading, language, and spelling (grades three and seven for California Achievement Test, Sixth Edition Survey [CAT/6 Survey])
- Mathematics (grades two through nine for CST and CAPA; grades three and seven for CAT/6 Survey)
- Science (grade five for CSTs)
- History-social science (grades eight, ten, and eleven for CST)

The 85 percent rule is not applied to the CAHSEE test results.

Future Issues

2006 API Growth

The complete 2006 API Growth reports are scheduled to be reported in August 2006 in conjunction with the reporting of Adequate Yearly Progress (AYP) information. **New this year, the August 2006 API Growth reports will include subgroup information. In addition, the August release will include information on all schools and local educational agencies (LEAs), regardless of whether or not they are changing demographic data through the test publisher.** (An LEA is a school district or a county office of education.) LEAs will have the opportunity to make changes to demographic data through the test publisher during the data review process scheduled for September and October 2006. Results reflecting corrected demographic data will be included in the revised 2006 API Growth reports to be released in late January 2007.

Grade twelve students who did not pass the California High School Exit Examination (CAHSEE) in 2004 or 2005 will be eligible to retake the CAHSEE in the 2005–06 school year. These results will be counted in the 2006 API Growth for grade twelve students who passed either part of the CAHSEE and will not be counted for students who did not pass either part. The only time CAHSEE nonpassers are counted in the API is for grade ten students who do not pass either part of the CAHSEE. This policy will continue to be applied in future API Base and Growth calculations.

2006 API Base

The 2006 API Base reports are scheduled to be reported in March 2007.

Assignment of 200 Policy

When the California Standards Tests (CSTs) in mathematics and in science were added to the API in 2002 and 2003 respectively, a method of accounting for students who do not take these tests was needed. The policy that was adopted by the State Board of Education (SBE) for these cases was the “assignment of 200.” This policy was designed (1) to address the fact that these tests for high school students are end-of-course examinations and are not universally administered and (2) to provide an incentive for high schools to enroll students in rigorous, standards-based mathematics and science courses.

Due to recent changes in the API, the continued use of the “assignment of 200” policy was reviewed during 2005. Alternatives to the policy were developed into an issue paper, and discussions were held. The groups holding discussions included the Technical Design Group for the Public Schools Accountability Act

(PSAA) Advisory Committee, the PSAA Advisory Committee, and accountability coordinators at the County and District Evaluators' meetings on May 10 and May 19, 2005. These discussions resulted in a decision to delay changes to the "assignment of 200" until development of the 2006 API Base, when a recommendation would be made to eliminate the "assignment of 200" or to reduce its effect by reducing the test weight for the assignments. Changing the policy at that time would coincide with the addition of the newly developed science tests administered at grades eight and ten to meet the requirements of No Child Left Behind (NCLB). These tests are scheduled to be added to the 2006 API Base.

The California Department of Education (CDE) will be recommending to the SBE that some change be made to the "assignment of 200" policy beginning with the 2006 API Base.

Out-of-Level Testing

The Standardized Testing and Reporting (STAR) Program will not allow out-of-level testing beginning in 2006.

Talking Points for Local Educational Agencies

These talking points are designed to assist local educational agency (LEA) staff in providing information about the release of the 2005 API Base reports. (An LEA is a school district or county office of education.) Talking points with options 1 or 2 can be adapted to address the progress of individual schools based on the 2005 API Base reports.

- The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects the academic performance level of a school or LEA based on the results of statewide testing. The 2005 API Base reports reflect results of 2005 statewide testing.

- Calculations for the 2005 API Base scores include 2005 Standardized Testing and Reporting (STAR) Program results of the California Standards Tests (CSTs) in English-language arts and mathematics (in grades two through eleven), in science (in grades five and nine through eleven), and in history-social science (in grades eight, ten, and eleven). In addition, the results of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), a nationally normed test, (in grades three and seven) are included in the API calculations. The California Alternate Performance Assessment (CAPA) also is included in grades two through eleven. The CAPA is a test for students with severe cognitive disabilities who are unable to take the STAR Program tests even with accommodations or modifications.

- In addition to STAR Program test results, the API Base scores also include results of the California High School Exit Examination (CAHSEE) at the high school level.

- The key feature of California's API continues to be its focus on academic growth.

- Schools have annual API growth targets. Targets are determined according to a school's 2005 API Base score.

Option 1

- Many (some, several) of our schools received a 2005 API Base score that is above the statewide target of 800. Schools with an API Base of 800 or above must maintain an API at 800 or above on the 2006 API Growth report, to be released in August 2006, to meet their API Growth target.

Option 2

- Many (some, several) of our schools received a 2005 API Base score that is below the statewide target of 800. These schools have an API growth target that is 5 percent of the difference between the school's API and the statewide performance target of 800 or a minimum of one point growth.

- In addition to schoolwide targets, each numerically significant student subgroup at a school must achieve at least 80 percent of the schoolwide annual growth target.

- Two new subgroups, English learners and students with disabilities, were added to calculations beginning with the 2005 API Base in order to align state required subgroup categories with federal required subgroup categories.

- On the 2005 API Base reports, a school also receives two types of rankings of its API score: a statewide rank that compares its API to other schools statewide and a similar schools rank that compares its API to 100 other schools with similar demographic characteristics. Schools are ranked according to school type, which includes elementary, middle, or high schools.

- Many (some, several) of our schools received a statewide rank from 7 to 10. These schools are ranked as above average for elementary, middle, or high schools statewide. Many (some, several) of our schools received a statewide rank of 5 or 6 and are ranked as average for their school type statewide. Many (some, several) of our schools received a statewide rank from 1 to 4 and are ranked as below average for their school type statewide.

- Many (some, several) of our schools received a similar schools rank from 7 to 10. These schools are ranked as above average for elementary, middle, or high schools with similar demographic characteristics. Many (some, several) of our schools received a similar schools rank of 5 or 6 and are ranked as average compared to 100 other schools of the same type with similar demographic characteristics. Many (some, several) of our schools received a similar schools rank from 1 to 4 and are ranked as below average compared to 100 other schools of the same type with similar demographic characteristics.

- Our school district and our schools in the Alternative Schools Accountability Model (ASAM) receive APIs but are not required under state law to meet API growth target requirements or to have API ranks. However, school districts and ASAM schools receive APIs as part of federal accountability requirements.

- The staff, students, and parents at our school(s) will continue their efforts to help all students succeed. Their efforts have the full support of our school district and board of education. It takes everyone involved in our students' education to keep our schools on target in the march toward academic excellence.

API Timeline

March 2006

The first part of 2005–06 Accountability Progress Reporting (APR) is released. This includes the 2005 Academic Performance Index (API) Base reports, which are posted on the California Department of Education (CDE) Web site at *http://api.cde.ca.gov*. These reports include the 2005 API Base score, growth targets, subgroup data, demographics data, statewide and similar schools ranks, and school content area weights.

August 2006

The second part of 2005–06 APR will be released. This will include the complete 2006 API Growth reports (including subgroup APIs), which will be posted on the CDE Web site at *http://api.cde.ca.gov*. These reports will include the 2006 API Growth score, 2005 API Base score, growth targets, growth in the API, subgroup data, and whether growth targets were met. The 2005–06 APR also will include the 2006 Adequate Yearly Progress (AYP) reports, which will be posted on the CDE Web site at *http://ayp.cde.ca.gov*. These reports will include all information for determining whether schools and local educational agencies (LEAs) met federal AYP requirements, including 2006–07 Program Improvement (PI) status. (LEAs include school districts and county offices of education.) **The 2006 API Growth reports and 2006 AYP reports will include information for schools or LEAs regardless of whether they are changing demographic data through the test publisher.**

October 2006

Data review based on 2006 test results for all LEAs is scheduled. LEAs have a window of time to make changes to demographic data through the test publisher if necessary. All data review procedures conducted by CDE are an effort to help LEAs increase the quality and accuracy of accountability data.

January 2007

Revised 2006 API Growth reports and 2006 AYP reports will be posted on the CDE Web site. These reports will reflect data corrections made through the test publisher.

March 2007

The 2006 API Base reports will be posted on the CDE Web site at *http://api.cde.ca.gov* as the first part of 2006–07 APR.

Background Information

The Background Information part of the guide is provided for readers who are unfamiliar with the basic rules and method of Academic Performance Index (API) calculation and information provided in API reports. This part of the guide describes the origins, requirements, and calculation of the API.

What is the API?

The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or local educational agency's (LEA's) performance level based on the results of statewide testing. (An LEA is a school district or county office of education.) The 2005 Base reports reflect results of 2005 statewide testing. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations, which is now under the Alternative Schools Accountability Model (ASAM). Other programs that relate to the API also have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its next year's growth API to determine how much the school grew in a year.

Measuring Annual Improvement: Stability and Change

Under state law, the API has two major purposes:

- To measure growth of school performance from one year to the next, and
- To rank schools on an annual basis.

At first glance, the calculation of growth is a simple matter. Growth in the API is the increase from one year's API to the next year's API. This process, however, is complicated by the phase-in of new indicators. To address this complication, growth in the API is calculated on the basis of common indicators for the API Base and API Growth within an API reporting cycle.

On the other hand, school API rankings for a particular year (statewide rank and similar schools rank) are based on all available indicators, including new ones. The API Base, including all new indicators, becomes the baseline against which to compare the next year's API.

Difference Between API Base and API Growth

In order to meet state requirements and phase-in of new indicators, the API is reported as an "API Base" and an "API Growth." The API Base, released after the beginning of the calendar year, includes continuing and any new indicators based on prior year spring statewide test results. The API Base serves as the baseline for comparisons with the API Growth, and school rankings are reported for the API Base. The API Growth, released in August, is calculated in exactly the same fash-

ion and with the same indicators as the prior year API Base but is based on test results for the following year. The API Growth establishes whether schools met their API growth targets.

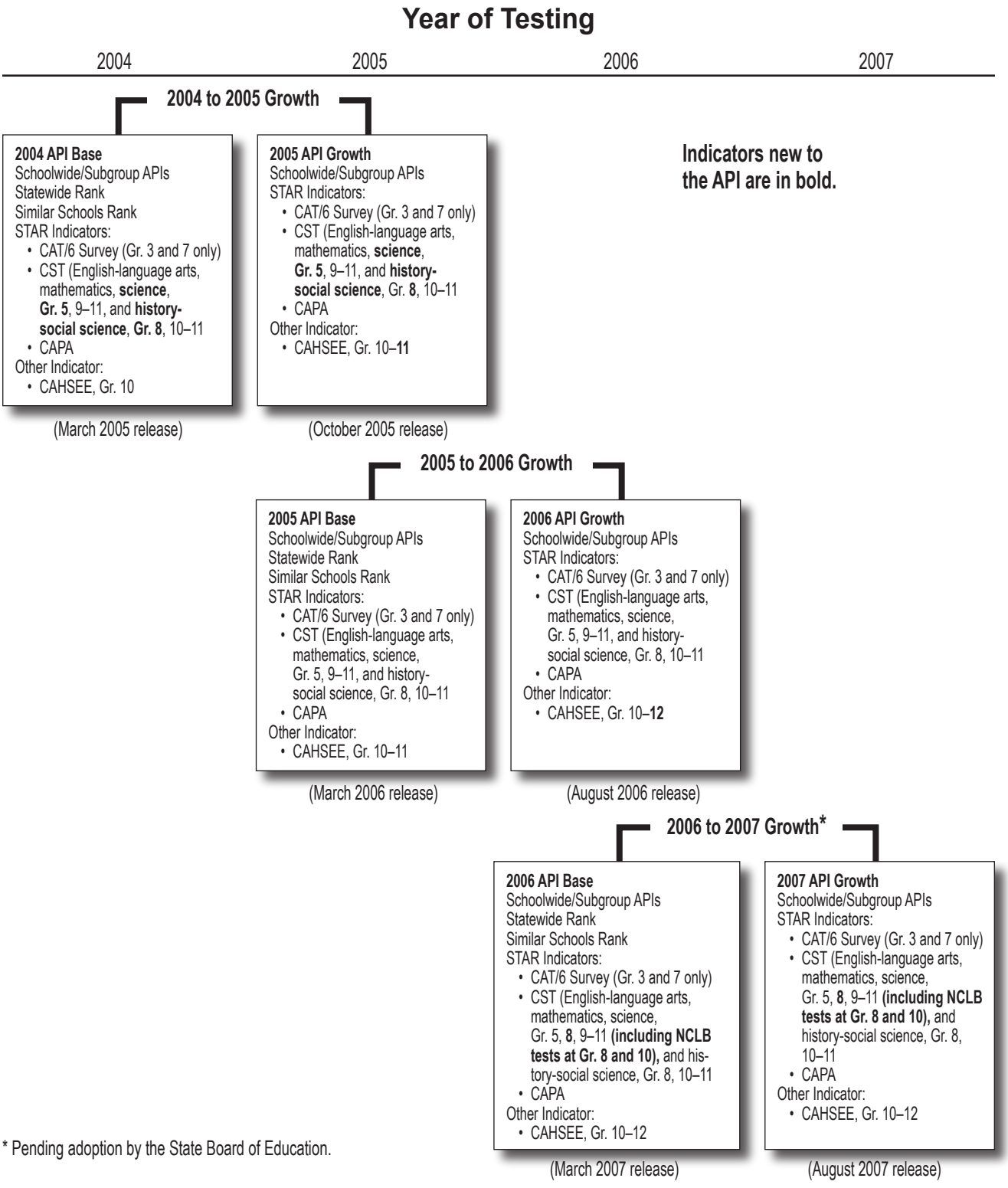
The 2005 API Base report, released in March 2006, is based on results of spring 2005 statewide testing. The 2006 API Growth report, to be released in August 2006, will be based on results of spring 2006 statewide test results. The 2005 API Base score will be subtracted from the 2006 API Growth to produce 2005–06 growth in the API (the 2006 API Growth score).

The API Base report includes the API Base, targets, and ranks. The API Growth report includes API Growth, growth achieved, and whether targets were met.

2005 API Base Report (release March 2006)	**2006 API Growth Report** (release August 2006)
	STAR 2006 Percent Tested
Number of Students Included in the API **Base**	Number of Students Included in the API **Growth**
	2006 API Growth
2005 API Base	2005 API Base (same as in the 2005 API Base report)
2005 Statewide Rank	
2005 Similar Schools Rank	
2005–06 Growth Target	2005–06 Growth Target (same as in the 2005 API Base report)
2006 API Target (2005 API Base + 2005–06 Growth Target)	
List of Similar Schools	
	2005–06 API Growth (2006 API Growth – 2005 API Base)
	Met Growth Target • Schoolwide • Comparable Improvement (Subgroups) • Both Schoolwide and Comparable Improvement
	Similar Schools Median 2006 API Growth
	Similar Schools Median 2005 API Base
Subgroup Information	Subgroup Information
School Demographic Characteristics	School Demographic Characteristics
School Content Area Weights	School Content Area Weights

API Reporting Cycle

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year, and the growth reports are provided in August, beginning with the 2006 API Growth release.



* Pending adoption by the State Board of Education.

Who Receives an API?

Schools and LEAs That Receive a 2005 API Base Score

Most schools and local educational agencies (LEAs) will receive a 2005 API Base score. An LEA can be a school district or a county office of education.

- **Traditional schools**
  All traditional schools, including year-round schools, receive an API.

- **Charter schools**
  Charter schools receive an API. Direct-funded charter schools are considered schools for API purposes and do not receive a separate API as a school district.

- **Alternative Schools Accountability Model (ASAM) schools**
  Schools in the ASAM receive an API for federal No Child Left Behind (NCLB) purposes only. The ASAM provides state accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). The ASAM is a multiple-indicator system that includes performance and pre and post assessment indicators approved by the SBE, and state assessment results as summarized in the API. ASAM schools select indicators and report data at the end of each school year. More information about ASAM is located on the California Department of Education (CDE) Web site at *http://www.cde.ca.gov/ta/ac/am.*

- **Small schools**
  Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores for API purposes. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results. These schools also receive asterisked statewide ranks to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Schools with asterisked APIs will not receive similar schools ranks.

- **School districts and county offices of education**
  School districts and schools administered through a county office of education receive an API in order to meet federal NCLB requirements.

- **Special education schools**
  Special education schools receive an API but do not receive API ranks.

Schools and LEAs That Do Not Receive a 2005 API Base Score

A small number of schools and LEAs do not receive a 2005 Base score as a result of one or more of the following circumstances:

- The LEA notifies the CDE that there were testing irregularities at a school affecting 5 percent or more of pupils tested.
- The LEA notifies the CDE and the CDE approves the request that the student population is not representative of a school.
- A school's proportion of parental waivers compared to its STAR Program enrollment is equal to or greater than 20 percent. If the number of parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. The school's API is considered invalid and the school does not receive an API if the school does not pass the check of representativeness.
- The school's proportion of the number of test takers in any test used in the API, except end-of-course exams, compared with the total numbers of test takers is less than 85 percent. Currently, this now only applies to schools with at least 100 students enrolled in a content area since the California Basic Educational Data System (CBEDS) data collection date.
- Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.
- The school has fewer than 11 valid scores.

Summaries of the *California Code of Regulations* and the *Education Code* relating to what constitutes a valid API are provided in the Appendix on pages 67 to 68.

2005 API Base

API Indicators

The results of certain statewide assessments are indicators used in the API calculation. The results from the 2005 Standardized Testing and Reporting (STAR) Program and the 2005 California High School Exit Examination (CAHSEE) were used in calculating the 2005 API Base.

Content Areas and Grade Levels of State Assessments Used in the API

This table lists the content areas and grade levels of the assessments used in calculating the 2005 API Base.

2005 Standardized Testing and Reporting (STAR) Program

- California Standards Tests (CSTs)
  - The California English-Language Arts Standards Test (CST in ELA) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
  - The California Mathematics Standards Test (CST in mathematics) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
    - General mathematics (grades eight and nine only)
    - Algebra I
    - Geometry
    - Algebra II
    - Integrated mathematics 1, 2, or 3
    - High School Summative Mathematics Test
  - The California History-Social Science Standards Test (CST in history-social science) was included for grade eight, grade ten (world history), and grade eleven (U.S. history).
  - The California Science Standards Test (CST in science) was included for all grade five students tested and for grades nine through eleven for the following course-specific tests:
    - Biology/life sciences
    - Earth science
    - Chemistry
    - Physics
    - Integrated/coordinated science 1, 2, 3, or 4
- California Alternate Performance Assessment (CAPA)
  - The CAPA in English-language arts and mathematics was included for grades two through eleven. The CAPA is based on alternate statewide standards.
- Norm-referenced test (NRT)
  - The California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) was included for all content areas at grades three and seven only. Content areas tested included reading, language, spelling, and mathematics.

2005 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in February and March 2005 (and May for make-ups), was included for grade ten and for grade eleven if the student passed the CAHSEE in 2005 or in the fall of 2004. The CAHSEE covers English-language arts, including a writing assessment, and mathematics.

Performance Levels and Weighting Factors Used in the API

The API calculation method determines the API as the weighted average of student scores across content areas and tests results within the school. To calculate the API, individual student scores from each indicator are combined into a single number (the API) to represent the performance of a school. API weighting factors are used to assign an API unit of measure across all the test results used in the API.

Students' performance levels on the CSTs, national percentile ranks (NPRs) on the CAT/6 Survey (at grades three and seven only), and pass/no pass scores on the CAHSEE are used in conjunction with weighting factors to determine a weighted score for an API content area. Performance levels on the CAPA also are included in the API and treated in the same way as standard CST performance levels. A scale score of 350 or more on the CAHSEE is considered passing for the API.

CST or CAPA Performance Levels	NRT Performance Bands	CAHSEE Score	API Weighting Factors	Point Gain for Movement
Advanced	80–99th NPR	Pass	1000	1000 – 875 = **125**
Proficient	60–79th NPR	N/A	875	875 – 700 = **175**
Basic	40–59th NPR	N/A	700	700 – 500 = **200**
Below Basic	20–39th NPR	N/A	500	500 – 200 = **300**
Far Below Basic	1–19th NPR	No Pass	200	N/A

NRT = Norm-referenced test **NPR** = National Percentile Rank

The "Point Gain for Movement" column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve. For example, this column shows that moving students from the far below basic level to the below basic level will result in a greater API growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (e.g., an increase of 300 points) than for any other increase (e.g., 200, 175, and 125). This suggests that a greater API gain can occur through improvement of the lowest performing groups in the school.

Test Weights

Test weights are applied after the API weighting factors. They are assigned to each tested content area used in the API. The SBE recognized that the question of the appropriate test weights is a policy issue rather than a technical issue, and its members adopted test weights that they believed reflected curriculum priorities in California public education.

Test weights apply to test results at the individual student level rather than at the school level. Test weights are shown as decimals rather than percentages

and are the same for the API Base and API Growth within an API reporting cycle. The test weights are the same for all schools (based on grade spans two through eight and nine through eleven) and are the same for a school's API as well as for its subgroup APIs. The SBE adopted separate test weights for grades two through eight and for grades nine through eleven. The test weights were adopted and implemented beginning with the 2004–05 API reporting cycle and are the same for the 2005–06 API reporting cycle.

Grades Two Through Eight

The SBE adopted the following test weights for grades two through eight:

Test Weights, Grade Levels 2–8

Content Area	2005–06 API Test Weights
CST in ELA	0.480
CST in Mathematics	0.320
CST in Science	0.200
CST in HSS	0.200
NRT Reading	0.060
NRT Language	0.030
NRT Spelling	0.030
NRT Mathematics	0.080

Note: The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

Grades Nine Through Eleven

The SBE adopted the following test weights for grades nine through eleven:

Test Weights, Grade Levels 9–11

Content Area	2005–06 API Test Weights
CST in ELA	0.300
CST in Mathematics	0.200
CST in Science	0.150
CST in HSS	0.225
CAHSEE ELA	0.300
CAHSEE Mathematics	0.300

Note: The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

Content Area Weights for Each School

Content area weights are the exact weightings for a school that are related to each content area used in calculating an API for the school. Content area weights at the school level are unique to each school, based on the test weights estab-

lished by the SBE, the school's grade span configuration, and the number of valid test scores in each content area for the school. A school's content area weights are not needed in calculating the API, but they are provided on the API reports for information only.

Content area weights differ from test weights because they reflect weights at the school level (rather than weights applied to student level test results), and they are not the same for all schools. In addition, although the test weights established by the SBE remain the same within an API reporting cycle, a school's unique content area weights within a reporting cycle may be slightly different for the API Base and Growth (e.g., 2005 API Base and 2006 API Growth). The amount of difference will depend on the amount of variation in the counts and grade levels of test takers in the base year (e.g., 2005) and the growth year (e.g., 2006) at the school. Test weights do not total 1.00. However, content area weights total 100 percent.

Examples on pages 28 to 30 show how content area weights are determined (Column G). The example on page 31 shows the school level content area weights for the most common grade spans, using the assumption that there are an equal number of valid scores at each grade level, and there are no missing data.

Comparison of Test Weights and Content Area Weights

The following table describes differences between test weights and content area weights used in calculating an API for a school or LEA:

	Test Weights	Content Area Weights
Same weights for all schools or LEAs?	Yes. The test weights were set by the SBE and are the same for all schools and LEAs. Test weights are applied according to the grade levels tested. Grade levels 2–8 have one set of weights, and grade levels 9–11 have a different set of weights.	No. The content area weights may vary slightly among schools or among LEAs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data.
Same weights for 2005 API Base and 2006 API Growth?	Yes. The test weights set for the 2005 API Base score are the same that will be used for the 2006 API Growth score.	No. The content area weights may vary slightly between a school's or LEA's 2005 API Base score and its 2006 API Growth score for the same reasons as the first answer above.
Same weights school/LEA API and subgroup APIs?	Yes. The test weights are the same for a school's or LEA's API as well as for its subgroup APIs.	No. The content area weights may vary slightly between the schoolwide or LEA-wide API and the subgroup APIs for the same reasons as the first answer above.
Same weights for LEA?	Yes. The same test weights used for school APIs are used for LEA APIs according to grade levels.	No. The content area weights may vary between LEA APIs and school APIs for the same reasons as the first answer above.
Do the wights total 100 percent?	No. The test weights do not total to 1.00.	Yes. The content area weights for a school or LEA total 100 percent.

Scale Calibration Factors

The scale calibration factor (SCF) provides a positive or negative adjustment to every school's or LEA's API each year in order to maintain consistency in the **statewide API scale** from one API reporting cycle to the next. SCFs are the same within each API reporting cycle; therefore, the 2005 API Base SCF will be the same for the 2006 API Growth SCF. The SCF does not allow for comparisons of **school or LEA APIs** from one reporting cycle to the next.

In general, the calculation of the SCF for the 2005–06 API reporting cycle is the difference between the statewide average 2005 API Growth score and the statewide average 2005 API Base score. SCFs are calculated separately for elementary grades (two through six), middle grades (seven and eight), and high grades (nine through eleven). All APIs for schools and LEAs include the SCF. When calculating the SCFs, (shown in the table below), however, the California Department of Education (CDE) excludes some schools (including those in the Alternative Schools Accountability Model [ASAM], small schools, and schools with data problems) from the calculation. The SCF is applied to each numerically significant subgroup API at a school in the same way as the SCF is applied to the schoolwide API.

2005–06 API Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	30.38
Grades 7–8	43.92
Grades 9–11	29.74

Additional Calculation Rules (Bridge Schools)

To accommodate the inclusion of the SCF, the API is calculated separately for three main grade span segments: grade levels two through six, seven through eight, and nine through eleven. However, some schools, referred to as "bridge schools," have grade spans that overlap these categories (i.e., kindergarten through grade eight or kindergarten through grade twelve). In these cases, the API is the average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR Program scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.

Spreadsheet Examples for Calculating the API and School Content Area Weights

The following three pages provide examples of how the 2005 API Base is calculated for:

- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven Through Eight)
- High School (Grades Nine Through Eleven)

Each example also shows how the content area weights are calculated for the example school (Column G on pages 28 through 30). The same method will be used to calculate the 2006 API Growth reports, which will be released in August 2006.

Calculation spreadsheets in the format of the following examples are provided on the API Web site at *http:// www.cde.ca.gov/ta/ac/ap/* to allow users to input their own data.

The API is calculated by following five basic steps:

1. Apply calculation rules to student results to determine what valid scores are used in the calculations (see pages 59 through 65). Enter the scores in the appropriate boxes under the heading "Valid Scores by Content Area and Performance Level/Band." For each content area and test type, multiply each Performance Level Weighting Factor by the number of corresponding valid scores. (The Performance Level Weighting Factors are 1000, 875, 700, 500 or 200.) Sum the results for each content area and test type. The results are shown in column E. The chart below shows how the result in Column E is derived for the content area of CST in English-language arts (ELA) for the elementary school example shown on page 28:

Performance Level Weighting Factors (fixed)	ELA Valid Scores	ELA Performance Level Weighting Factors x Valid Scores
1000	110	110,000
875	93	81,375
700	79	55,300
500	63	31,500
200	34	6,800
Total		**284,975**
(This sum is displayed under Column E for the row shown as "CST in ELA.")		

2. Multiply the results in Column E by the test weights (displayed under Column A), which were established by the SBE. The products are shown in Column F.
3. Sum the products of #2 (sum of Column F).
4. Sum the test weights applied to each student score (sum of Column D).
5. Divide the results of #3 by #4 (sum of column F divided by sum of column D) and add the SCF to produce the school's API.

Example of 2005 API Base for an Elementary School (Grades Two Through Six)

California Standards Test (CST) and
California Alternate Performance Assessment (CAPA)

California Achievement Test,
Sixth Edition Survey (CAT/6 Survey) (Grade 3 only)

Valid Scores by Content Area and Performance Level/Band

Performance Level Weighting Factors (fixed)		Performance Levels	ELA	Mathematics	Science
1000	5	Advanced	**110**	94	31
875	4	Proficient	**93**	112	22
700	3	Basic	**79**	76	15
500	2	Below Basic	**63**	49	13
200	1	Far Below Basic	**34**	48	10
		Valid Scores	379	379	91

Reading	Language	Spelling	Mathematics	Performance Bands	
17	16	20	12	80-99th NPR	5
15	14	10	13	60-79th NPR	4
12	15	14	15	40-59th NPR	3
8	8	12	9	20-39th NPR	2
6	5	2	9	1-19th NPR	1
58	58	58	58		

NPR = National Percentile Rank

Step 1 **Step 2**

A	B	C	D	E	F	G
Test Weights (fixed)	**Content Area (fixed)**	**Valid Scores**	**Total Weight** A x C	**Sum Performance Level Weighting Factors x Valid Scores**	**Test Weights x Scores** A x E	**School Content Area Weights** D ÷ Sum of D
0.48	**CST in ELA**	379	181.92	**284975**	136788.00	54.631%
0.32	CST in Mathematics	379	121.28	279300	89376.00	36.420%
0.20	CST in Science	91	18.20	69250	13850.00	5.465%
0.06	CAT/6 Survey - Reading	58	3.48	40175	2410.50	1.045%
0.03	CAT/6 Survey - Language	58	1.74	43725	1311.75	0.523%
0.03	CAT/6 Survey - Spelling	58	1.74	43750	1312.50	0.523%
0.08	CAT/6 Survey - Mathematics	58	4.64	44950	3596.00	1.393%
Total			333.00	806125	**248644.75**	100.000%

Sum of F ÷ Sum of D = **746.68** + Scale Calibration Factor (fixed) = **30.38** = **API** **777**

Step 4 **Step 3** **Step 5**

ELA = English-language arts

Example of 2005 API Base for an Middle School (Grades Seven Through Eight)

California Standards Test (CST) and
California Alternate Performance Assessment (CAPA)

California Achievement Test,
Sixth Edition Survey (CAT/6 Survey) (Grade 7 only)

Valid Scores by Content Area and Performance Level/Band

Performance Level Weighting Factors (fixed)		Performance Levels	ELA	Mathematics	History
1000	5	Advanced	2	5	0
875	4	Proficient	7	7	2
700	3	Basic	9	11	4
500	2	Below Basic	16	19	7
200	1	Far Below Basic	23	11	14
200	1	Untested	N/A	4	NA
		Valid Scores	57	57	27

"Untested" applies only to grade eight CST in Mathematics.

Reading	Language	Spelling	Mathematics	Performance Band	
1	2	4	2	80-99th NPR	5
5	5	2	4	60-79th NPR	4
3	5	5	5	40-59th NPR	3
6	6	9	7	20-39th NPR	2
15	12	10	12	1-19th NPR	1
30	30	30	30		

NPR = National Percentile Rank

				Step 1	**Step 2**	
A	**B**	**C**	**D**	**E**	**F**	**G**
Test Weights (fixed)	**Content Area**	**Valid Scores**	**Total Weight** A x C	**Sum Performance Level Weighting Factors x Valid Scores**	**Test Weights x Scores** A x E	**School Content Area Weights** D ÷ Sum of D
0.48	CST in ELA	57	27.36	27025	12972.00	48.000%
0.32	CST in Mathematics	57	18.24	31325	10024.00	32.000%
0.20	CST in History-Social Science	27	5.40	10850	2170.00	9.474%
0.06	CAT/6 Survey - Reading	30	1.80	13475	808.50	3.158%
0.03	CAT/6 Survey - Language	30	0.90	15275	458.25	1.579%
0.03	CAT/6 Survey - Spelling	30	0.90	15750	472.50	1.579%
0.08	CAT/6 Survey - Mathematics	30	2.40	14900	1192.00	4.211%
Total			57.00	128600	28097.25	100.000%
			Step 4		**Step 3**	

Sum of F ÷ Sum of D		Scale Calibration Factor (fixed)		API
492.93	+	**43.92**	=	**537 ***
		Step 5		

* This API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) Program test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

ELA = English-language arts

Example of 2005 API Base for an High School (Grades Nine Through Eleven)

"Untested" applies to grades nine through eleven CST in Mathematics and grades nine through eleven in CST Science only.

California Standards Test (CST) and
California Alternate Performance Assessment (CAPA)

California High School Exit Exam
(CAHSEE)

Valid Scores by Content Area and Performance Level

Performance Level Weighting Factors (fixed)		Performance Levels	ELA	Mathematics	Science	Social Science	ELA	Mathematics	Performance Level
1000	5	Advanced	503	650	440	366	509	514	Pass
875	4	Proficient	449	446	376	344			
700	3	Basic	305	279	198	215			
500	2	Below Basic	170	121	60	67			
200	1	Far Below Basic	137	56	83	35	23	17	No Pass
200	1	Untested	N/A	12	25	N/A			
		Valid Scores	1564	1564	1182	1027	532	531	

Step 1 **Step 2**

A	B	C	D	E	F	G
Test Weights (fixed)	**Content Area**	**Valid Scores**	**Total Weight** A x C	**Sum Performance Level Weighting Factors x Valid Scores**	**Test Weights x Scores** A x E	**School Content Area Weights** D ÷ Sum of D
0.300	CST in ELA	1564	469.20	1221775	366532.50	31.09%
0.200	CST in Mathematics	1564	312.80	1307250	261450.00	20.73%
0.150	CST in Science	1182	177.30	954200	143130.00	11.75%
0.225	CST in Social Science	1027	231.08	858000	193050.00	15.31%
0.300	CAHSEE ELA	532	159.60	513600	154080.00	10.57%
0.300	CAHSEE Mathematics	531	159.30	517400	155220.00	10.55%
Total			1509.28	5372225	1273462.50	100.00%

Step 4 **Step 3**

Sum of F ÷ Sum of D		Scale Calibration Factor (fixed)		**API**
843.76	+	**29.74**	=	**873**

Step 5

ELA = English-language arts

School API Content Area Weights for the Most Common Grade Spans

The table below shows the school level API content area weights for common grade spans, **assuming there are an equal number of valid scores at each grade level and no missing data**. If some students at a school do not take one or more tests, the indicator weights would be slightly different than those shown below.

	Grade Span											
Content Area	**K–2**	**K–3**	**K–4**	**K–5**	**K–6**	**6–8**	**7–8**	**K–8**	**9–12**	**10–12**	**K–12**	**7–12**
CST in English-language arts (ELA)	60.0%	53.3%	55.4%	53.3%	54.5%	51.4%	48.0%	52.5%	30.0%	25.5%	45.3%	37.2%
CST in Mathematics	40.0%	35.6%	36.9%	35.6%	36.4%	34.3%	32.0%	35.0%	20.0%	17.0%	30.2%	24.8%
CST in Science				5.6%	4.5%			3.1%	15.0%	12.8%	6.9%	9.0%
CST in History-Social Science						7.1%	10.0%	3.1%	15.0%	19.1%	6.9%	13.0%
CAT/6 Survey Reading		3.3%	2.3%	1.7%	1.4%	2.1%	3.0%	1.9%			1.3%	1.2%
CAT/6 Survey Language		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
CAT/6 Survey Spelling		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
CAT/6 Survey Mathematics		4.4%	3.1%	2.2%	1.8%	2.9%	4.0%	2.5%			1.7%	1.6%
CAHSEE ELA									10.0%	12.8%	3.2%	6.0%
CAHSEE Mathematics									10.0%	12.8%	3.2%	6.0%
TOTAL	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note:

Boxes show most common grade spans statewide.
Examples assume equal numbers of students at each grade level and no missing data.

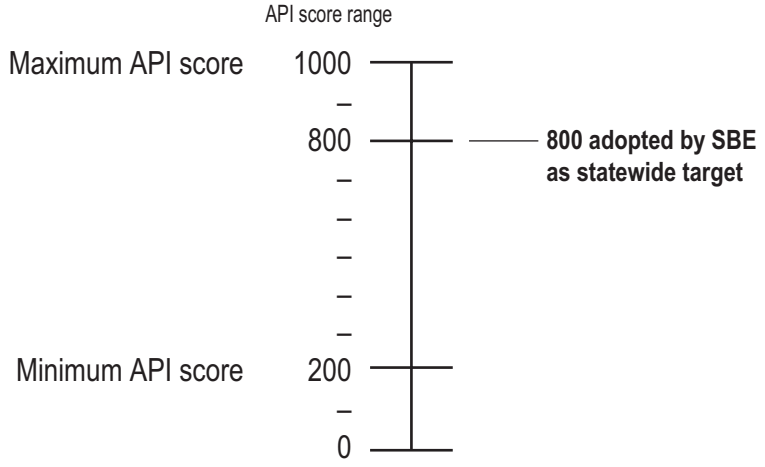
What Are API Targets?

Growth targets are set for each school as a whole and for each numerically significant subgroup in the school. An Academic Performance Index (API) score of 800 is the statewide performance target. The annual growth target for a school is 5 percent of the difference between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target.

Statewide API Performance Target

The State Board of Education (SBE) is responsible for setting an API statewide performance target. The SBE has set an API score of 800 as the target to which all schools should aspire.

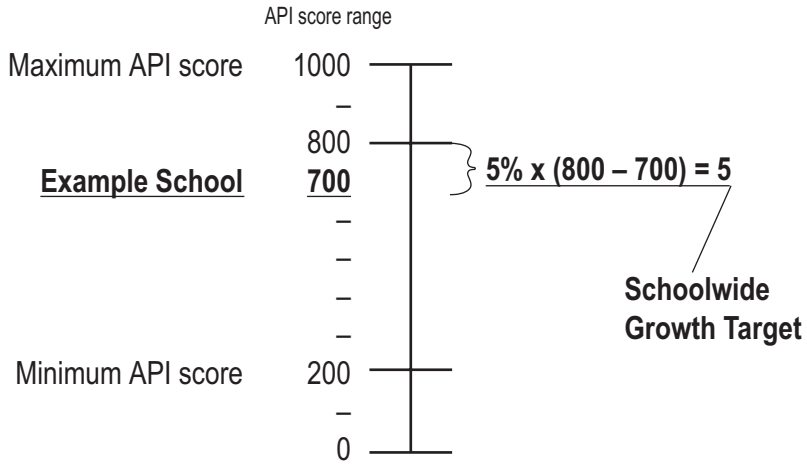
Example of Statewide API Performance Target



Annual API Growth Target

The annual API growth target is defined as 5 percent of the difference between the school's API and the statewide performance target, or a minimum of one point growth.

Example of API Growth Target
(5 Percent Difference Between API Base and Statewide Target)

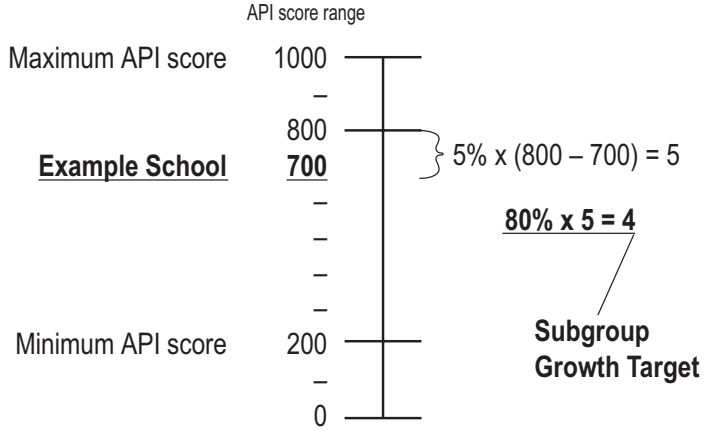


Schools with an API Base of 800 or above must maintain an API at 800 or above. Growth targets are rounded to the nearest whole number. API Growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements.

Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must "demonstrate comparable improvement" in meeting API targets. The law is silent on exactly what comparable improvement in the API means. The SBE defines this concept. It applies to ethnic/racial, socioeconomically disadvantaged, English learner, and students with disabilities subgroups. Currently, each numerically significant student subgroup must achieve at least 80 percent of the schoolwide annual growth target. Growth targets are rounded to the nearest whole number.

Example of API Subgroup Growth Target (80 Percent of Schoolwide Growth Target)



Definitions of Subgroups Used in the 2005 API Base Reports

The SBE has defined subgroups for the API as follows:

A "numerically significant subgroup" for the API is defined as:	■ 100 or more students with valid Standardized Testing and Reporting (STAR) Program scores OR ■ 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores
Subgroups used in API calculations include:	■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged ■ English Learners ■ Students with Disabilities
"Socioeconomically disadvantaged" is defined as:	■ A student whose parents both have not received a high school diploma OR ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
"English Learners" are defined as:	■ English learners (ELs) OR ■ Reclassified fluent-English-proficient (RFEP) students who have not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) for three years after being reclassified
"Student with Disabilities" is defined as:	A student who receives special education services and has a valid disability code

These data are based on the results of the spring STAR Program administration student answer document. The definitions for the two new subgroups, English learners and students with disabilities, match the definitions used in AYP calculations.

English Learners First Enrolled in U.S. Schools

For 2006 AYP, the results of English learners who were first enrolled in U.S. schools for less than a year will not be included in the count of valid scores or in the count of the proficient or above. (Any English learners with an enrolled date after March 15, 2005, will be considered as enrolled in a U.S. school less than a year at STAR Program or CAHSEE testing.) However, these students are not excluded from the API calculations or the AYP participation rate. For the 2005 API Base, these students **are included in the schoolwide API if they have been enrolled since the CBEDS data collection date** but **excluded from the English learner subgroup API** in order for the English learner subgroups to match for AYP and API.

Reclassified Fluent-English-Proficient

In calculating the API for the English learner subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA for three years are included in the subgroup API. However, **RFEP students are not counted when determining whether the English learner subgroup meets the minimum subgroup size to be numerically significant**. This rule matches the rule used in AYP calculations.

Example of English Learner (EL) and RFEP Rules for API and AYP

	API	AYP
All Students	1000	1000
Enrolled after CBEDS date	–50	–50
ELs not enrolled in U.S. schools for at least one year	N/A	–10
Valid scores	**950** (used for API score)	**940** (used for percent proficient)
EL Subgroup • 170 = English learners • 50 = RFEPs not scoring proficient or above on CST in ELA for three years • 220 = Total	220	220
Enrolled after CBEDS date	–10	–10
ELs not enrolled in U.S. schools for at least one year	–10	–10
Valid scores	**200** (used for API score)	**200** (used for percent proficient)
RFEPs not scoring proficient or above on CST in ELA for three years	–50	–50
Scores used to determine "numerically significant" subgroup	**150**	**150**

CST in ELA = California English-Language Arts Standards Test

In this example, the English learner subgroup for API and AYP would be numerically significant because it has 100 or more valid scores for the subgroup.

Schoolwide and Subgroup Growth Target Requirements

To Meet the Schoolwide Growth Target…

If the school's API Base is between 200 and 780 (Column A), the school's growth target is 5 percent of the difference between a school's API Base and the statewide performance target of 800. If the school's API Base is between 781 and 799 (Column B), the school's growth target is a one point gain. If the school's API Base is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

	Schoolwide API Base		
	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% difference between school API and 800	1 point gain	Maintain 800 or more

To Meet the Subgroup Growth Targets…

The growth targets for numerically significant subgroups will depend on the schoolwide API Base. If the school's API Base is between 200 and 780 (Column A) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is 80 percent of the schoolwide target.[1] If the school's API Base is 781 or more (Columns B and C) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is a one point gain. If the subgroup API Base is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target regardless of the school's API Base.

			Schoolwide API Base		
			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	*Subgroup API Base*				
	200 to 799	**1**	80% of schoolwide target[1]	1 point gain	
	800 or more	**2**	Maintain 800 or more		

[1] The subgroup growth target is 80 percent of the schoolwide growth target unless the subgroup growth target would exceed the difference between the subgroup API and 800. In this case, the subgroup growth target equals the difference between the subgroup API and 800.

What Are API Ranks?

Academic Performance Index (API) decile ranks are reported in the API Base reports but are not reported in the API Growth reports. This section summarizes how API ranks are calculated.

Most schools receiving an API Base are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API Base score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. All local educational agencies (LEAs), special education centers, and those schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive ranks. (An LEA is a school district or county office of education.) Small schools having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores receive a statewide rank with an asterisk only. The asterisk denotes the greater statistical uncertainty of a rank based on small numbers of student results.

Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores (except small schools) are first sorted from lowest to highest statewide and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). This first process produces the statewide ranks. A second decile ranking compares each school's API score to those of 100 other schools that have "similar characteristics." This second process produces the similar schools ranks.

Statewide API Ranks Compared with Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
■ Calculated separately by school type (elementary, middle, high school)	■ Calculated separately by school type (elementary, middle, high school)
■ School's API compared to all other schools in the state	■ School's API compared to 100 other schools with similar demographic characteristics

School Type for API Purposes

Education Code Section 52056(a) requires that the API statewide ranking and similar schools ranking include three categories: elementary, middle, and high. As a result, school type designations impact the calculations of the API Base decile rankings. They do not impact the calculation of a school's API score (for the Base

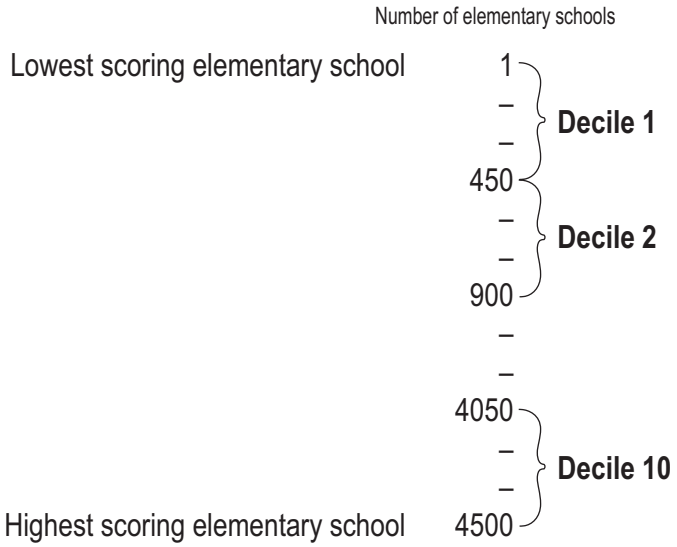
or the Growth), however, since that is determined according to test weights rather than school type.

In 2001, specific definitions for school type were developed by the California Department of Education (CDE) according to a school's grade span and, for certain schools, according to the distribution of a school's enrollment. Since that time, the same criteria have been applied to the school type definitions for each API reporting cycle. These criteria changed slightly for the 2004–05 API reporting cycle beginning with the 2004 API Base.

Beginning with the 2004 API Base, the CDE aligned definitions to meet the school type purposes for both the API and the county-district-school (CDS) code, commonly referred to as the "school ownership code." The school type definitions for API purposes are posted on the API Web site at *http://www.cde.ca.gov/ta/ac/ap/.* Specific information about CDS code definitions should be addressed to *cdsadmin@cde.ca.gov*.

Statewide Decile Rank

Example of Statewide Decile Ranking



Similar Schools Decile Rank

Several steps are used to calculate the similar schools ranks. After schools are divided into grade level categories (elementary, middle, and high), the School Characteristics Index (SCI) is calculated for each school using a statistical regression model procedure. The SCI is a numerical score calculated as a composite of the school's demographic characteristics. Next, a comparison group of 100 similar schools are formed, based on similar SCIs. Last, the similar schools rank for a

school is calculated. The Base APIs of the school and its 100 similar schools are sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). The school's rank is the decile between one and ten where its API score occurs compared with the APIs of the 100 other similar schools in the comparison group.

The SCI is the API adjusted by the demographic characteristics of a school. It is calculated through a statistical procedure that produces a single index based on all of the factors included. Schools with SCIs that are close in numerical value tend to face similar educational challenges and opportunities.

From these calculations, the similar schools rank shows where a school ranks academically on a scale of one to ten compared with 100 other schools with similar demographic characteristics. California public schools serve students with many different backgrounds and needs. As a result, schools face different educational challenges. The similar schools ranks allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges.

Similar Schools Demographic Characteristics Definitions

The following demographic characteristics are required by the Public Schools Accountability Act (PSAA):

Characteristic Mandated in PSAA	Operational Definition	Data Source
Pupil mobility	■ **NEW. This definition changed beginning with the 2005 API Base. Pupil mobility is now defined as the percentage of students who were counted as part of the school enrollment on the October 2004 California Basic Educational Data System (CBEDS) data collection and who have been continuously enrolled since that date.**	2005 Standardized Testing and Reporting (STAR) Program answer document

Characteristic Mandated in PSAA	Operational Definition	Data Source
Pupil ethnicity (7 variables)	Percentage of students in the school in each ethnic category. ■ African American (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) Percentages for ethnic/racial may not sum to 100 due to responses of "Other," "Multiple," or "Decline to State."	2005 STAR Program answer document
Pupil socioeconomic status (2 variables)	Average of all parent educational level responses for the school where the following scale is used: "1" = "Not high school graduate" "2" = "High school graduate" "3" = "Some college" "4" = "College graduate" "5" = "Graduate school/post graduate training" Percentage of students in the school who participated in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)	2005 STAR Program answer document
Percentage of teachers who are fully credentialed	Percentage of teachers who are fully credentialed in the school	October 2004 CBEDS Professional Assignment Information Form
Percentage of teachers who hold emergency credentials	Percentage of teachers who hold emergency permits in the school	October 2004 CBEDS Professional Assignment Information Form
Percentage of pupils who are English learners	Percentage of students in the school who are classified as English learners	2005 STAR Program answer document

Characteristic Mandated in PSAA	Operational Definition	Data Source
Average class size per grade level	Average class size at the school for each grade level category, as applicable: ■ K–3 ■ 4–6 ■ Core academic courses in departmentalized programs	October 2004 CBEDS Professional Assignment Information Form
Whether the school operates a multi-track year-round educational program (MTYRE)	The school is categorized as follows: "0" = "Does not operate a MTYRE program" or "1" = "Operates a MTYRE program"	October 2004 CBEDS School Information Form

At its January 2006 meeting, the State Board of Education (SBE) adopted the addition of six new characteristics for use in similar schools ranks calculations. The six new characteristics were adopted to improve the accuracy of the similar schools ranking methodology. No new data collections were needed to incorporate the new characteristics.

Characteristic Added January 2006	Operational Definition	Data Source
■ Percentage of grade span enrollments (3 or 4 variables)	Percentage of the following: Elementary Schools ■ Grade 2 enrollment ■ Grade 6 enrollment ■ Grades 7 and 8 enrollment ■ Grades 9-11 enrollment Middle Schools ■ Grades 2-5 enrollment ■ Grade 6 enrollment ■ Grades 9-11 enrollment High Schools ■ Grades 2-5 enrollment ■ Grade 6 enrollment ■ Grades 7-8 enrollment	2005 STAR Program answer document
■ Percentage of students in gifted and talented education program (GATE)	Student participation in specially funded GATE program	2005 STAR Program answer document
■ Percentage of students with disabilities	Student with valid disability code	2005 STAR Program answer document

Characteristic Added January 2006	Operational Definition	Data Source
■ Percentage of reclassified fluent- English-proficient (RFEP) students	Student's English proficiency shown as RFEP	2005 STAR Program answer document
■ Percentage of migrant education students	Student participated in specially funded migrant education program	2005 STAR Program answer document
■ Percentage of students in reduced class size for full day	Student participated in class size reduction, option 1—full day	2005 STAR Program answer document

General Description of Similar Schools Rankings

Rank	General Description
	This school's API is:
9 or 10	Well-above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well-below average for elementary, middle, or high schools with similar characteristics

More information about similar schools ranks is provided on the API Web site in the *Overview of the 2005 Similar Schools Ranks Based on the Academic Performance Index* at *http://www.cde.ca.gov/ta/ac/ap/* and in *Construction of California's 1999 School Characteristics Index and Similar Schools* at *http://www.cde.ca.gov/ta/ac/ap/researchreports.asp.*

Sample Internet Reports for 2005 API Base

Summary Report

- Local Educational Agency (LEA) List of Schools

LEA Report

- Unified School District
  - Summary Report
  - Academic Performance Index (API) Base
  - Demographic Characteristics
  - Content Area Weights

School Reports

- Elementary School
  - Summary Report
  - API Base, Ranks, and Targets
  - Demographic Characteristics
  - Content Area Weights
  - Similar Schools Report

- Alternative Schools Accountability Model (ASAM) School
  - Summary Report
  - API Base
  - Demographic Characteristics
  - Content Area Weights

Sample Internet Reports

Local Educational Agency (LEA) List of Schools

2005–06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) List of Schools

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

- *Glossary for the 2005 API Base Report* contains more details about the displayed information
- Select the school name:
  - For a School Report or
  - For an explanation if no data are printed here

LEA Report
LEA Demographic Characteristics
LEA Content Area Weights
County List of Schools

(An LEA is a school district or county office of education.)

			Ranks		Targets	
	Number of Students Included in the 2005 API	2005 API Base	2005 Statewide Rank	2005 Similar Schools Rank	2005–06 Growth Target	2006 API Target
Polaris Unified	3,074	640	B	B	B	B
Elementary Schools						
Big Dipper Elementary	379	777	7	6	1	778
Cassopeia Elementary	245	659	5	4	7	666
Celestial Elementary	N/R					
Jupiter Elementary	215	828	9	8	A	A
Middle Schools						
Mercury Middle	522	572	3	I	11	583
Milky Way Middle	398	645	5	3	8	653
High Schools						
North Star High	1,025	873	10	9	A	A
Small Schools						
Little Dipper Elementary	59	722*	6*	N/A	4	726
ASAM Schools						
Pluto Middle	57	537*	B*	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the statewide performance target of 800 in 2005.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and CDE cannot calculate a valid similar schools rank for this school.

Missing schools – some schools in the LEA may not appear on this list because APIs were not generated for them. Very small schools (fewer than 11 non-mobile students with STAR Program test scores) and schools that had no STAR Program test results in 2005 will not receive a 2005 API Base report.

Data file: Download a data file containing the information displayed above.

This example shows the LEA list of schools for a school district. A list of schools for each county also is available in a similar format.

Sample Internet Reports

LEA Summary Report—Unified School District

2005–06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Summary Report

2005–06 APR

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

County List of Schools
LEA List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
640	August 31, 2006	August 31, 2006

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2006

	English-Language Arts	Mathematics
Met AYP Criteria		
Participation Rate	August 31, 2006	August 31, 2006
Percent Proficient	August 31, 2006	August 31, 2006
API - Additional Indicator for AYP	August 31, 2006	
Graduation Rate	August 31, 2006	
Program Improvement (PI)		
PI LEA	August 31, 2006	

Sample Internet Reports

LEA Report—Unified School District

2005–06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Report - API Base

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

LEA Demographic Characteristics
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API	3,704
2005 API Base	640

Subgroups	Number of Students Included in 2005 API	Numerically Significant	2005 Subgroup API Base
Ethnic/Racial			
African American (not of Hispanic origin)	562	yes	580
American Indian or Alaska Native	20	no	
Asian	157	yes	651
Filipino	114	yes	628
Hispanic or Latino	1,125	yes	593
Pacific Islander	27	no	
White (not of Hispanic origin)	1,639	yes	631
Socioeconomically Disadvantaged	1,457	yes	528
English Learners	812	yes	602
Students with Disabilities	210	yes	495

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

Direct-funded charter schools are not included in the LEA Report.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

This example shows the LEA report for a school district. LEA reports for some county offices of education also are available in a similar format.

Sample Internet Reports

LEA Demographic Characteristics—Unified School District

2005–06 Accountability Progress Reporting (APR)

California Department of Education
Policy and Evaluation Division
March 14, 2006

Local Educational Agency (LEA) - Demographic Characteristics

2005 Academic Performance Index (API) Base Report

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

LEA Report
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

LEA Demographic Characteristics

These data are from the October 2004 California Basic Educational Data System (CBEDS) data collection and the 2005 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	15
American Indian or Alaska Native	1
Asian	4
Filipino	3
Hispanic or Latino	30
Pacific Islander	1
White (not of Hispanic origin)	44

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

	Percent
Participants in Free or Reduced-Price Lunch (STAR)	30
NEW Participants in Full Day Reduced Class Size Program (STAR)	24
NEW Participants in Gifted and Talented Education Programs (STAR)	23
NEW Participants in Migrant Education Programs (STAR)	27
English Learners (STAR)	22
NEW Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	8
NEW Students with Disabilities (STAR)	5

Mobility

School, Prior Year (STAR) 20

This is the percentage of students who first attended the school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR) 67
LEA, CBEDS Date (STAR) 92

These are the percentages of students who were counted as part of their school's or LEA's enrollment on the October 2004 CBEDS data collection and who have been continuously enrolled since that date.

Fully Credentialed Teachers (CBEDS)	98
Teachers with Emergency Credentials (CBEDS)	0

NEW Enrollments* (STAR)	Percent
Grade 2	13
Grades 3-5	30
Grade 6	9
Grades 7-8	20
Grades 9-11	27

* This is a percentage of all enrollments in grades 2-11.

Parent Education Level (STAR)	
Percentage with a response*	93
Of those with a response:	
Not a high school graduate	30
High school graduate	29
Some college	22
College graduate	10
Graduate school	2

** This number is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	2.56

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CBEDS) Grades	
K-3	21
4-6	20
Core academic courses in departmentalized programs	29

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	3,815
Students Exempted from STAR Testing Per Parent Written Request (STAR)	31
Number of Students Tested (STAR)	3,762

Sample Internet Reports

LEA Content Area Weights—Unified School District

2005–06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) - Content Area Weights

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

LEA Report
LEA Demographic Characteristics
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8 Test Weights A	Grades 2-8 Valid Scores B	Grades 2-8 Weight x Scores C	Grades 9-11 Test Weights D	Grades 9-11 Valid Scores E	Grades 9-11 Weight x Scores F	LEA Content Area Weights (C + F) / (Total C + Total F)
CST in English-Language Arts (ELA)	0.480	2700	1296.000	0.300	1004	301.200	46.0%
CST in Mathematics	0.320	2700	864.000	0.200	1004	200.800	30.7%
CST in Science	0.200	345	69.000	0.150	1004	150.600	6.3%
CST in History-Social Science (HSS)	0.200	380	76.000	0.225	654	147.150	6.4%
NRT Reading	0.060	750	45.000				1.3%
NRT Language	0.030	750	22.500				0.7%
NRT Spelling	0.030	750	22.500				0.7%
NRT Mathematics	0.080	750	60.000				1.7%
CAHSEE ELA				0.300	360	108.000	3.1%
CAHSEE Mathematics				0.300	360	108.000	3.1%
Total			2455.000			1015.750	100%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 9-11 only.
CST in HSS includes grades 8, 10, and 11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CAHSEE Mathematics include grades 10 and 11 only.

Sample Internet Reports

School Summary Report—Elementary School

2005–06 Accountability Progress Reporting (APR)

School Summary Report
2005–06 APR

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary
Direct Funded Charter School: No

Reports of other schools in the local educational agency:
9876543 Big Dipper Elementary
LEA Report

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
777	August 31, 2006	August 31, 2006

Met 2005–06 API Growth Targets:

Schoolwide	Available August 31, 2006
Comparable Improvement	Available August 31, 2006
Both	Available August 31, 2006

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2006

	English-Language Arts	Mathematics
Met AYP Criteria		
Participation Rate	August 31, 2006	August 31, 2006
Percent Proficient	August 31, 2006	August 31, 2006
API - Additional Indicator for AYP	August 31, 2006	
Graduation Rate	August 31, 2006	
Program Improvement (PI)		
PI Status	August 31, 2006	

Sample Internet Reports

School Report—Elementary School

2005–06 Accountability Progress Reporting (APR)

School Report - API Base, Ranks, and Targets

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School Demographic Characteristics
School Content Area Weights
Similar Schools Report
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

		Ranks		Targets	
Number of Students Included in the 2005 API	2005 API Base	2005 Statewide Rank	2005 Similar Schools Rank	2005-06 Growth Target	2006 API Target
379	777	7	6	1	778

			Subgroup API		
Subgroups	Number of Students Included in 2005 API	Numerically Significant	2005 Base	2005-06 Growth Target	2006 Target
Ethnic/Racial					
African American (not of Hispanic origin)	11	no			
American Indian or Alaska Native	0	no			
Asian	3	no			
Filipino	2	no			
Hispanic or Latino	137	yes	714	1	715
Pacific Islander	0	no			
White (not of Hispanic origin)	226	yes	819	A	A
Socioeconomically Disadvantaged	171	yes	722	1	723
English Learners	83	yes	750	1	751
Students with Disabilities	21	no			

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2005.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education (CDE) cannot calculate a valid similar schools rank for this school.

Sample Internet Reports

School Demographic Characteristics—Elementary School

2005–06 Accountability Progress Reporting (APR)

School Report - Demographic Characteristics

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School API Base, Ranks, and Targets
School Content Area Weights
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(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

School Demographic Characteristics

These data are from the October 2004 California Basic Educational Data System (CBEDS) data collection and the 2005 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	3
American Indian or Alaska Native	0
Asian	2
Filipino	1
Hispanic or Latino	36
Pacific Islander	0
White (not of Hispanic origin)	59

These percentages may not sum to 100 due to responses of: other multiple, declined to state, or non-response.

	Percent
Participants in Free or Reduced-Price Lunch (STAR)	44
NEW Participants in Full Day Reduced Class Size Program (STAR)	30
NEW Participants in Gifted and Talented Education Programs (STAR)	31
NEW Participants in Migrant Education Programs (STAR)	33
English Learners (STAR)	22
NEW Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	5
NEW Students with Disabilities (STAR)	5

Mobility

School, Prior Year (STAR) 20

This is the percentage of students who first attended the school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR) 92

LEA, CBEDS Date (STAR) 96

These are the percentages of students who were counted as part of their school's or LEA's enrollment on the October 2004 CBEDS data collection and who have been continuously enrolled since that date.

Fully Credentialed Teachers (CBEDS)	96
Teachers with Emergency Credentials (CBEDS)	0

NEW Enrollments* (STAR)	Percent
Grade 2	10
Grades 3-5	48
Grade 6	23
Grades 7-8	0
Grades 9-11	0

* This is a percentage of all enrollments in grades 2-11.

Parent Education Level (STAR)	
Percentage with a response*	99
Of those with a response:	
Not a high school graduate	8
High school graduate	38
Some college	29
College graduate	21
Graduate school	4

** This number is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	2.75

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CBEDS) Grades	
K-3	20
4-6	30
Core academic courses in departmentalized programs	N/A

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	400
Students Exempted from STAR Testing Per Parent Written Request (STAR)	3
Number of Students Tested (STAR)	397

	Yes/No
Multi-track, Year-round School (CBEDS)	No

Sample Internet Reports

School Content Area Weights—Elementary School

2005–06 Accountability Progress Reporting (APR)

School Report - Content Area Weights

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School API Base, Ranks, and Targets
School Demographic Characteristics
Similar Schools Report
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8 Test Weights A	Valid Scores B	Weight x Scores C	Grades 9-11 Test Weights D	Valid Scores E	Weight x Scores F	School Content Area Weights (C + F) / (Total C + Total F)
CST in English-Language Arts (ELA)	0.480	379	181.920	0.300	0	0.000	54.6%
CST in Mathematics	0.320	379	121.280	0.200	0	0.000	36.4%
CST in Science	0.200	91	18.200	0.150	0	0.000	5.5%
CST in History-Social Science (HSS)	0.200	0	0.000	0.225	0	0.000	0.0%
NRT Reading	0.060	58	3.480				1.1%
NRT Language	0.030	58	1.740				0.5%
NRT Spelling	0.030	58	1.740				0.5%
NRT Mathematics	0.080	58	4.640				1.4%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Mathematics				0.300	0	0.000	0.0%
Total			333.000			0.000	100%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 9-11 only.
CST in HSS includes grades 8, 10, and 11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CAHSEE Mathematics include grades 10 and 11 only.

Sample Internet Reports

Similar Schools Report—Elementary School

2005–06 Accountability Progress Reporting (APR)

California Department of Education
Policy and Evaluation Division
March 14, 2006

Similar Schools Report

2005 Academic Performance Index (API) Base Report

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School API Base, Ranks, and Targets
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

		Ranks		Targets	
Number of Students Included in the 2005 API	2005 API Base	2005 Statewide Rank	2005 Similar Schools Rank	2005-06 Growth Target	2006 API Target
379	777	7	6	1	778

"N/A" means a number is not applicable or not available due to missing data.
"N/R" means required enrollment data are not reported.
"A" means the school scored at or above the statewide performance target of 800 in 2005.

For a definition of similar schools, please refer to the Overview of the 2005 Similar Schools Ranks Based on the Academic Performance Index.

The API scale is 200–1000. Only scores for students continuously enrolled in the school from the October 2004 CBEDS date to the 2005 testing date are included in the calculation.

Create and download a data file of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	School District	School	2005 API Base
97-87654-3456789	Pluto	Starlight Unified	Galaxy Elementary	865
98-98765-9876543	Orion	Polaris Unified	Big Dipper Elementary	777
99-12345-1234567	Mars	Meteor Unified	Asteroid Elementary	665

Sample Internet Reports

School Summary Report—Alternative Schools Accountability Model (ASAM) School

2005–06 Accountability Progress Reporting (APR)

School Summary Report
2005 APR

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Pluto Middle
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: ASAM Middle

Direct Funded Charter School: No

Reports of other schools in the local educational agency:
9876543 Big Dipper Elementary
LEA Report

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
537*	August 31, 2006	August 31, 2006

Met 2005–06 API Growth Targets:

Schoolwide	Available August 31, 2006
Comparable Improvement	Available August 31, 2006
Both	Available August 31, 2006

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2006

	English-Language Arts	Mathematics
Met AYP Criteria		
Participation Rate	August 31, 2006	August 31, 2006
Percent Proficient	August 31, 2006	August 31, 2006
API - Additional Indicator for AYP	August 31, 2006	
Graduation Rate	August 31, 2006	
Program Improvement (PI)		
PI Status	August 31, 2006	

Sample Internet Reports

School Report—Alternative Schools Accountability Model (ASAM) School

2005–06 Accountability Progress Reporting (APR)

School Report - API Base

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Pluto Middle
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: ASAM Middle

School Demographic Characteristics
School Content Area Weights
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(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report Guide / Glossary	These reports will be available on August 31, 2006.		

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API	57
2005 API Base	537*

Subgroups

	Number of Students Included in 2005 API	Numerically Significant	2005 Subgroup API Base
Ethnic/Racial			
African American (not of Hispanic origin)	8	no	
American Indian or Alaska Native	2	no	
Asian	2	no	
Filipino	0	no	
Hispanic or Latino	5	no	
Pacific Islander	0	no	
White (not of Hispanic origin)	39	no	
Socioeconomically Disadvantaged	12	no	
English Learners	5	no	
Students with Disabilities	3	no	

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Sample Internet Reports

School Demographic Characteristics—Alternative Schools Accountability Model (ASAM) School

2005–06 Accountability Progress Reporting (APR)

School Report - Demographic Characteristics

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Pluto Middle
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: ASAM Middle

School API Base, Ranks and Targets
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006.	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

School Demographic Characteristics

These data are from the October 2004 California Basic Educational Data System (CBEDS) data collection and the 2005 Standardized Testing and Reporting (STAR) Program student answer document.

	Ethnic/Racial (STAR)	Percent
	African American (not of Hispanic origin)	13
	American Indian or Alaska Native	3
	Asian	3
	Filipino	0
	Hispanic or Latino	10
	Pacific Islander	0
	White (not of Hispanic origin)	71

These percentages may not sum to 100 due to responses of: other multiple, declined to state, or non-response.

	Participants in Free or Reduced-Price Lunch (STAR)	4
NEW	Participants in Full Day Reduced Class Size Program (STAR)	0
NEW	Participants in Gifted and Talented Education Programs (STAR)	10
NEW	Participants in Migrant Education Programs (STAR)	5
	English Learners (STAR)	10
NEW	Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	2
NEW	Students with Disabilities (STAR)	5
	Mobility	
	School, Prior Year (STAR)	10

This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

	School, CBEDS Date (STAR)	98
	LEA, CBEDS Date (STAR)	98

These are the percentages of students who were counted as part of their school's or LEA's enrollment on the October 2004 CBEDS data collection and who have been continuously enrolled since that date.

	Fully Credentialed Teachers (CBEDS)	100
	Teachers with Emergency Credentials (CBEDS)	0

	Enrollments* (STAR)	Percent
	Grade 2	0
	Grades 3-5	0
	Grade 6	0
	Grades 7-8	93
	Grades 9-11	0

* This is a percentage of all enrollments in grades 2-11.

	Parent Education Level (STAR)	
	Percentage with a response*	97
	Of those with a response:	
	Not a high school graduate	9
	High school graduate	49
	Some college	24
	College graduate	14
	Graduate school	4

** This number is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	2.55

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Average Class Size (CBEDS)	
	Grades	
	K-3	N/A
	4-6	N/A
	Core academic courses	N/A
	in departmentalized programs	

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	78
Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Number of Students Tested (STAR)	60

	Yes/No
Multi-track, Year-round School (CBEDS)	No

Sample Internet Reports

School Content Area Weights—Alternative Schools Accountability Model (ASAM) School

2005–06 Accountability Progress Reporting (APR)

School Report - Content Area Weights

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

School: Pluto Middle
LEA: Polaris Unified
County: Orion
CD Code: 98-98765-9876546
School Type: ASAM Middle

School API Base, Ranks and Targets
School Demographic Characteristics
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8 Test Weights A	Valid Scores B	Weight x Scores C	Grades 9-11 Test Weights D	Valid Scores E	Weight x Scores F	School Content Area Weights (C + F) / (Total C + Total F)
CST in English-Language Arts (ELA)	0.480	57	27.360	0.300	0	0.000	48.0%
CST in Mathematics	0.320	57	18.240	0.200	0	0.000	32.0%
CST in Science	0.200	0	0.000	0.150	0	0.000	0.0%
CST in History-Social Science (HSS)	0.200	27	5.400	0.225	0	0.000	9.5%
NRT Reading	0.060	30	1.800				3.1%
NRT Language	0.030	30	0.900				1.6%
NRT Spelling	0.030	30	0.900				1.6%
NRT Mathematics	0.080	30	2.400				4.2%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Mathematics				0.300	0	0.000	0.0%
Total			57.000			0.000	100%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 9-11 only.
CST in HSS includes grades 8, 10, and 11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CAHSEE Mathematics include grades 10 and 11 only.

Appendixes

Calculation Rules

- Inclusion/Exclusion Rules for Calculating the 2005 Academic Performance Index (API) Base
- Definitions of Numbers Enrolled, Tested, and Valid Scores
- Mathematics/Science Rules for Calculating the 2005 API Base
- California General Mathematics Standards Test (CST in General Mathematics) Mapping Chart

API Research Reports

Valid API Criteria

California Department of Education (CDE) Contacts and Related Internet Sites

Glossary of Terms and Acronyms

API and Adequate Yearly Progress (AYP) Frequently Asked Questions and Answers

Calculation Rules

Inclusion/Exclusion Rules for Calculating the 2005 API Base

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

"Score" in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey); or Pass or Fail on the California High School Exit Examination (CAHSEE). A scale score of 350 or more on the CAHSEE is considered passing for the API.

A student record marked as "Not tested due to significant medical emergency" is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act requirements.

Student records with a valid district of residence code and a valid disability code (other than 000) is calculated with the school district of residence for LEA accountability IF the school of attendance (normal county-district-school code) is either of the following:

• County office of education special education school

OR

• LEA special education school

These schools are classified as special education in the public schools directory.

Generally, the stepwise process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	**CST, CAT/6 Survey, CAPA, or CAHSEE**
	If a student has been continuously enrolled in a school from the 2004 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the school API. If a student has been continuously enrolled in a school district from the 2004 October CBEDS date to the testing date, the student is counted in the school district API.
Completely Blank Test	**CST, CAT/6 Survey, or CAPA**
	The entire STAR student record IS NOT included in the API if the record shows no scores or items attempted on any part of the CST, CAT/6 Survey, and CAPA used in the API.
	CAHSEE
	The CAHSEE grade ten student census (February or March) record showing "Blank/Not Attempted" for one or both content areas IS included and assigned a weight of 200 for the content area(s). Blank records for grades eleven and twelve are excluded.

Irregularity	**CST, CAT/6 Survey , CAPA , or CAHSEE** The test content area showing a student or adult test irregularity on a student record IS included in the API Base but IS NOT included in the API Growth.
Unmatched Score	**CST or CAT/6 Survey only** **Grade Four and Seven Writing** ■ If the student record shows "Writing Test Only" or "Unmatched Writing Test (Test Grade Level four and seven)," the entire record IS NOT included. **Grade Three CST and CAT/6 Survey** ■ If the CST and CAT/6 Survey records are unmatched for a student, the records ARE included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted (to avoid double-counting in summary results).
Below Grade Level (The STAR Program will not allow out-of-level testing in 2006.)	If the student record shows zero attempted on all parts of the STAR Program test that was administered below grade level, it IS NOT included in the API. If the student answered one or more questions on any part of a below grade level STAR Program test, the following applies: **CST or CAT/6 Survey only** ■ "Grade" or "grade level" is the grade level in which a student is enrolled. The "test grade level" is the grade level of the test taken by a student. ■ Below-level testing was allowed in 2005 only for students with individualized education programs (IEPs) in grades three through eleven. Student's with IEPs in grades three through eleven may have been tested below level, if they were receiving instruction at a lower grade level than their enrollment grade. Students in grade three may have been tested one grade below level, and students in grades four through eleven may have been tested one or two grades below level. ■ Administering the CAT/6 Survey tests was optional for students in grades four and five taking grade three tests and students in grades eight and nine taking grade seven tests. **Therefore, the CAT/6 Survey results for students taking grade three or seven below-level tests are NOT included in the API.** ■ For the CSTs, students with IEPs in grades five and six who were tested below grade level were required to take the grade four writing test if they were taking the grade four multiple-choice tests. Likewise, students with IEPs in grades eight and nine were required to take the grade seven writing test if they were taking the grade seven multiple-choice tests. **For the CST ELA performance levels, the writing test results for students taking grade four or seven below-level tests ARE included in the API, and the below-level rules apply (see next bullet).** ■ For results of a CST taken below grade level, the record IS included but assigned a weight of 200 for all content areas of the CSTs used in the API, except for: • Test grade levels eight through ten CSTs in mathematics, which use "Rules for Grades Eight Through Eleven CST in Mathematics" (see page 64 in mathematics) • Test grade levels nine through ten CSTs in science, which use "Rules for Grades Nine Through Eleven CST in Science" (see page 64 in science) • Test grade level ten CST in social science score, which is not adjusted • Unmatched grade level three tests for students in grade five, which are treated separately

	■ The API calculation rules primarily apply to the grade level in which the student was enrolled, not the test grade level that a student took, with the exception of the results for the CST in mathematics and the CST in science. Therefore, if an eighth grader takes the California General Mathematics Standards Test, it is not below level; if the eighth grader takes the seventh grade test booklet, it is below level.
Accommodations	**CST, CAT/6 Survey, or CAHSEE only** ■ The score IS included for the content area with no adjustments.
Modifications	**CST, CAT/6 Survey, or CAHSEE only** ■ The score IS included for the content area and assigned a weight of 200. ■ The "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments" can be found on the STAR Program Web site at http://www.cde.ca.gov/ta/tg/sr/index.asp. The matrix shows which variations are accommodations and modifications. Test examiners were to mark Section 26 "Special Testing Conditions" on the student answer document for: • The specific tests on which students with IEPs or Section 504 Plans use accommodations or modifications • Below-level testing for students with IEPs • Special test versions used—large print or braille The use of testing variations, including variations for English learners, was not to be marked on answer documents. Instructions that the teacher gives orally before or after a test may have been signed for a student with hearing impairment or translated into the primary language for an English learner.
Not Tested, Parent Exemption, and Zero or Some Items Attempted	**NOTE: Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or items attempted is considered in the API calculation.**
1. Student Not Tested (all content areas) Choices: • Assessed with CAPA • Exempt by parent request • Absent • Multiple marks	**CST, CAT/6 Survey, or CAPA only** ■ If one or more of the choices for "Student Not Tested" field is marked, the entire student record is NOT included, with the following exceptions: • The student record has a score for a content area, in which case the score is included for that content area. • The student record has one or more items attempted (but no score) for a content area, in which case that content area is assigned a weight of 200.
2. Parent/Guardian Exemption (by content area)	**CST or CAT/6 Survey only** ■ The student record is NOT included for the content area, with the following exceptions: • The student record has a score for the content area, in which case the score for that content area is included. • The student record has one or more items attempted (but no score) for a content area, in which case that content area is assigned a weight of 200.

<table>
<tr><td>3. No Score, Not Tested, Zero Attempted
(by content area)</td><td>CST, CAT/6 Survey, or CAPA only
Record does not have scores on other STAR Program tests/content areas (i.e., completely blank test)
■ A student record with a blank test showing no scores or items attempted on any part of the STAR Program content areas IS NOT included for any content areas.

Record has scores on other STAR Program tests/content areas
■ A student record with no score and no items attempted in a content area (but with one or more scores on other STAR Program content areas) IS NOT included for that content area, with the exception of the following:
• Grades eight through eleven CST in mathematics, which will be assigned a weight of 200
• Grades nine through eleven CST in science, which will be assigned a weight of 200
• The student tested below grade level (see “Below Grade Level” described on pages 60–61)</td></tr>
<tr><td>4. No Score, Incomplete, Some Attempted
(by content area)

5. Invalid CST in Mathematics Test Taken (grades eight through eleven only)
or
Invalid CST in Science Test Taken (grades nine through eleven only)</td><td>CST, CAT/6 Survey, or CAHSEE only
■ The content area IS included and assigned a weight of 200.

CST only
■ If “Unknown,” “Multiple Marks,” or Blank for “CST in Mathematics Test Taken” or “CST in Science Test Taken” are shown on the student record, the content area IS included and assigned a weight of 200.</td></tr>
<tr><td>CAHSEE Performance Level Weights</td><td>CAHSEE only
Mathematics or ELA Passed/Not Passed Indicator Codes
2005 API Base
Grade Ten (and Grade Eleven if Passed)

P = Passed (scale score of 350 or more) 1000
N = Not Passed 200
I = Not Valid (modification used) 200
A = Absent 200
C = Score Invalidated (irregularities) 200
H = Pending 200
E = Medical Emergencies 200
X = Not Attempted 200
Z = Present, Marked No Answers 200
R = Previously passed (per district records) Not included

Note: Make-up tests will be tracked so that a student who was absent would be counted only for the make-up score. This will be done using subtotals by category (schoolwide and each subgroup). Also, the assignment of 200 rules for codes shown above do not apply to students who took the CAPA.</td></tr>
</table>

Definitions of Numbers Enrolled, Tested, and Valid Scores

Definition of:	Enrollment on First Day of Testing (STAR)	Number Tested	Number Valid Scores
Columns:	A	B	C
Level of Calculation:	**School or Local Educational Agency (LEA)** (An LEA is a school district or county office of education.)	**School or LEA for Content Areas Separately**	**School or LEA for Content Areas Separately**
Calculation for Grades 2–11 Standardized Testing and Reporting (STAR) Program	**Enrollment on first day of testing =** Number of 2005 STAR Program student answer documents (i.e., student records), grades 2–11 ADD Students assigned back to school district of residence • For LEAs only, student answer documents (i.e., student records) of special education students receiving services outside the school district that are assigned back to the student's school district of residence. LESS Students not enrolled or unmatched records • Students who moved before test was given • Unmatched California Achievement Test, Sixth Edition survey, (CAT/6 Survey) records, grade 3 • Unmatched California Standards Test (CST) writing tests or writing only tests, grades 4 and 7 • For schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the California Basic Educational Data Systems (CBEDS) date • For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date "Enrollment on first day of testing" is based on STAR Program student answer documents only. Enrollment data from the California High School Exit Examination (CAHSEE) answer documents are not necessary because STAR Program results include an answer document for each student who takes the CAHSEE. "Enrollment on first day of testing" is defined in the same basic way as the definition for AYP except that the rate for AYP is adjusted for students with medical emergencies. Student records marked "Not tested due to significant medical emergency" are not included in AYP calculations.	**Number tested =** Enrollment on first day of testing (results of Column A) LESS Untested students • For CST, student records with 0 items attempted • California Alternate Performance Assessment (CAPA) records with 0 items scored	**Number valid scores =** Number tested (results of Column B) LESS Mobile students • For schools, student records that show student was NOT continuously enrolled in the school since the CBEDS date • For LEAs, student records that show student was NOT continuously enrolled in the LEA since the CBEDS date

Mathematics/Science Rules for Calculating the 2005 API Base

Rules for Grades Eight Through Eleven CST in Mathematics

- **Students in grade eight or nine who took the California General Mathematics Standards Test (CST in general mathematics):** The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the CST in general mathematics are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 65.
- **CST in mathematics:** To account for students who take no CST in mathematics (including those in grades eight and nine), a 200 is assigned for the performance level weight for any student record without a CST in mathematics performance level in grades eight through eleven.

Rules for Grades Nine Through Eleven CST in Science

- To account for students in grades nine through eleven who take no CST in science, a 200 is assigned for the performance level weight for any student record without a CST in science performance level in grades nine through eleven.

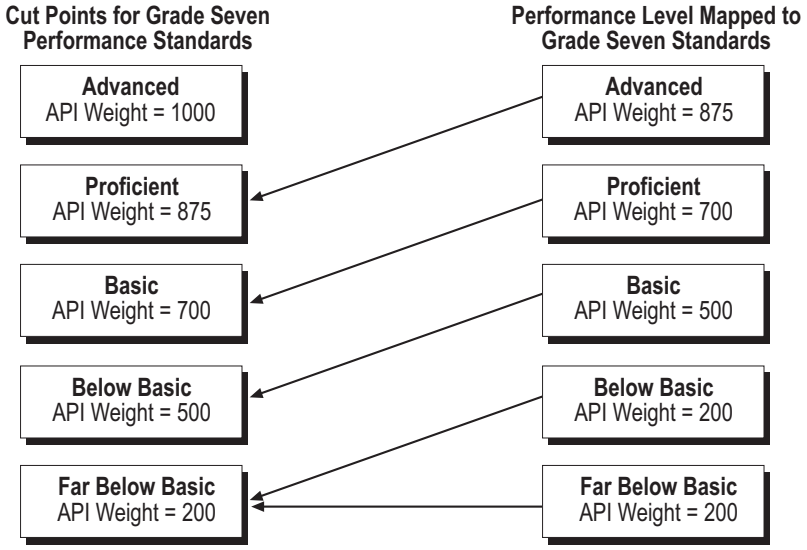
California General Mathematics Standards Test Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade-level standards, the API performance level weights for results from the CST in general mathematics were calculated by mapping grades eight and nine performance on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

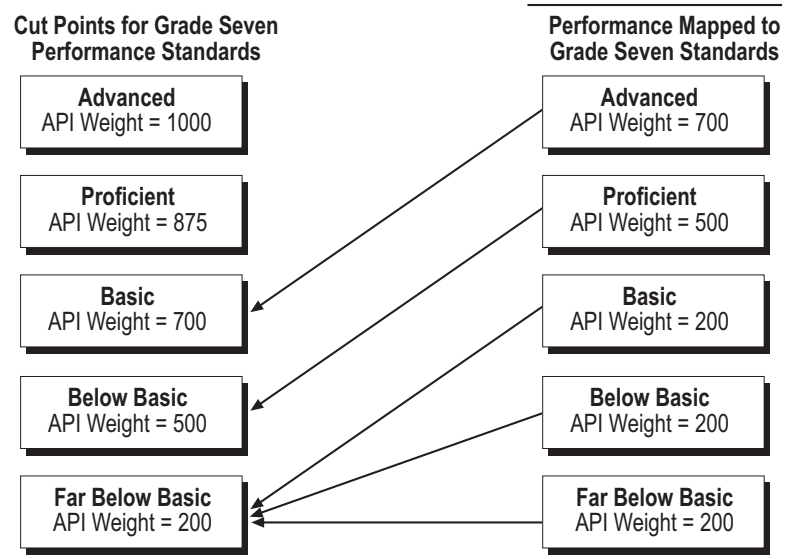
California General Mathematics Standards Test

Grades Eight and Nine Performance Levels Mapped to Grade Seven Performance Standards With Corresponding API Weights

Grade Eight



Grade Nine



API Research Reports

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also calls for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index and the 1999 Base Year Academic Performance Index (API).*

Guiding Principles of the API

The framework contains guiding principles for the creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. “Given the high-stakes nature of the API, the many well-meaning educators, parents and guardians, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year.” To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

API Research Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE’s Web site at:

http://www.cde.ca.gov/ta/ac/ap/researchreports.asp

Valid API Criteria

API Regulations for Determining a Valid API

The *California Code of Regulations*, Title 5, summary provided in this section reflects key regulations related to the Academic Performance Index (API). These regulations were adopted by the State Board of Education in November 2001.

	Summary of Selected Subsections of Section 1032 **Title 5, *California Code of Regulations*** **Division 1, Chapter 2, Subchapter 4, Article 1.7**	**Number of Years Invalid API**
Section 1032 (d)	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

Education Code Requirements for Determining a Valid API

In addition to state regulations, California's *Education Code* also contains requirements about what constitutes a valid API.

Education Code Section 52052 (f) (2)

A school shall annually receive an API score, unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the school's API score are not representative of the pupil population at the school.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The California Department of Education discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability	Policy and Evaluation Division (916) 319-0869 *psaa@cde.ca.gov*	*http://www.cde.ca.gov/ta/ac/pa/*
• NCLB Title I Accountability requirements, AYP Appeals, and Accountability Workbook	Evaluation, Research, and Analysis Unit (916) 319-0875 *evaluation@cde.ca.gov*	*http://www.cde.ca.gov/ta/ac/ay/* *http://www.cde.ca.gov/nclb/sr/sa/wb.asp*
• API and AYP Calculation and Accountability Progress Reporting	Academic Accountability Unit (916) 319-0863 *aau@cde.ca.gov*	*http://www.cde.ca.gov/ta/ac/ap/* *http://www.cde.ca.gov/ta/ac/ay/*
NCLB Title I, and Program Improvement (PI) • NCLB Corrective Actions for Program Improvement	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	*http://www.cde.ca.gov/nclb/* *http://www.cde.ca.gov/ta/ac/ti/programimprov.asp*
NCLB Title III Accountability	Language Policy and Leadership Office (916) 319-0845	*http://www.cde.ca.gov/sp/el/t3*
Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data	Educational Demographics Unit (916) 327-0219 *eddemo@cde.ca.gov*	*http://www.data1.cde.ca.gov/dataquest1* *http://www.cde.ca.gov/ds/si/ds/certpolicy.asp*
Statewide Assessments	Standards and Assessment Division (916) 445-9441	*http://www.cde.ca.gov/ta/tg*
• STAR – CST, CAT/6 Survey, and CAPA	Standardized Testing and Reporting (STAR) Program Office (916) 445-8765 *star@cde.ca.gov*	*http://www.cde.ca.gov/ta/tg/sr/* *http://www.cde.ca.gov/sp/se/sr/capa.asp*
• STAR – CAPA	Special Education Division Assessment, Evaluation, and Support Office (916) 327-3702 *HEvansPongratz@cde.ca.gov*	*http://www.cde.ca.gov/sp/se/sr/capa.asp*
• CAHSEE	High School Exit Examination Office (916) 445-9449 *cahsee@cde.ca.gov*	*http://www.cde.ca.gov/ta/tg/hs/*

CDE Contacts and Related Internet Sites (continued)

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools	School Improvement Division (916) 319-0830	http://www.cde.ca.gov/ta/lp/
• High Priority Schools Grant Program (HPSG)	High Priority Schools Office (916) 324-3236	*http://www.cde.ca.gov/ta/lp/hp*
• Immediate Intervention/ Underperforming Schools Program (II/USP)		*http://www.cde.ca.gov/ta/lp/iu*
• Comprehensive School Reform (CSR)		http://www.cde.ca.gov/ta/lp/cs
• Intervention Assistance	Intervention Assistance Office (916) 319-0836	http://www.cde.ca.gov/ta/lp/iu/sait.asp
API Awards Programs	Policy and Evaluation Division Awards Unit, (916) 319-0866 *awards@cde.ca.gov*	*http://www.cde.ca.gov/ta/ac/pa/awards.asp*
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	Secondary, Postsecondary and Adult Leadership Division Educational Options Office (916) 322-5012 (916) 445-7746 (Robert Bakke) *rbakke@cde.ca.gov* (916) 323-2564 (Rose Loyola) *RLoyola@cde.ca.gov*	*http://www.cde.ca.gov/ta/ac/am*
Special Education Issues	Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628	*http://www.cde.ca.gov/sp/se/*
Charter Schools Issues	Charter Schools Division (916) 322-6029 *charters@cde.ca.gov*	*http://www.cde.ca.gov/sp/cs/*

Glossary of Terms and Acronyms

Additional Indicator	The federal No Child Left Behind (NCLB) Act of 2001 requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP). This indicator is in addition to the mandatory indicators of percent proficient (also known as Annual Measurable Objectives, or AMOs) and participation rate. California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and local educational agencies (LEAs). (An LEA is a school district or county office of education.) Schools must show at least one point of growth or be above a minimum level of the API each year to meet this part of the AYP criteria. The API criteria for federal requirements are different from the API criteria for state requirements.
AMAOs	Annual Measurable Achievement Objectives (AMAOs) are performance objectives, or targets, that LEAs receiving NCLB Act Title III subgrants must meet each year for its English learners. All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).
AMOs	The Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for calculating AYP under the requirements of the federal NCLB Act. The AMOs rise almost every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above.
API	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of public schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth in the following year to determine how much the school grew in a year. The API also functions as the Additional Indicator for AYP, but the federal AYP target requirements for the API are different from the state target requirements. The federal API target requirements for 2006 is a 2006 API Growth of at least 590 or API Growth from 2005 to 2006 of at least one point. The state API target requirements are described on pages 32–34.

APR

The California Department of Education (CDE) is now reporting both state API and federal AYP results under the general heading of "Accountability Progress Reporting." This new format provides academic accountability information about the state's public schools and LEAs in a more cohesive way because California's complete academic accountability system encompasses both state and federal requirements. The 2005-06 Accountability Progress Reporting (APR) cycle includes the following reports:

- 2005 API Base Reports
  - Released March 2006
- 2006 API Growth Reports
  - To be released August 2006
- 2006 Adequate Yearly Progress (AYP) Reports
  - To be released August 2006

ASAM

Schools in the Alternative Schools Accountability Model (ASAM) include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). ASAM schools must apply for ASAM status. The ASAM is a state only alternative to the API and does not affect federal AYP results.

AYP

Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their AYP so that all students perform at or above the proficient level in English-language arts (ELA) and mathematics by 2014. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as an additional indicator, and graduation rate (if applicable).

CAHSEE

Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: ELA and mathematics. The CAHSEE is included in API calculations and is the only test for grades nine through twelve included in the AYP calculations.

CAPA	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the California Standards Tests (CSTs), even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA was administered for the first time statewide in the spring of 2003 and is part of the Standardized Testing and Reporting (STAR) Program. The CAPA in ELA and mathematics is included in API and AYP calculations.
CAT/6 Survey	As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the State Board of Education (SBE) is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics and is not aligned with California content standards.
CBEDS	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
CDE	The California Department of Education (CDE) is California's state education agency.
Compensatory Accountability System	California's state API accountability system is based on a compensatory system model because different component test results that are the basis of an API score will offset, or compensate, for one another as the API is calculated. For example, an API is not calculated separately for ELA and mathematics. Rather, the API score is one score for both content areas. As a result, a school could still have a high API if it had high ELA test results but low mathematics test results. This is because the ELA results would compensate for the mathematics results. The AYP calculations do not reflect a compensatory system.

CSR program	The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration (CSRD) Program, the program was renamed with the passage of the NCLB Act of 2001. The purpose of the CSR program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientific research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging state content standards.
CST	The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA and mathematics for grades two through eleven became part of the STAR Program in 1999. The CSTs in ELA (including writing at grades four and seven) and mathematics are included in API and AYP calculations. CSTs in history-social science and science also are administered and used in the API. The CSTs are aligned to state-adopted content standards that describe what students should know and be able to do in each grade and subject tested.
Direct-Funded Charter Schools	A direct-funded charter school is an LEA but is considered a school (rather than an LEA) for API reporting purposes.
ED	The United States Department of Education (ED) is the agency that administers federal education programs, including the requirements of the NCLB Act of 2001.
EL	An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the state-approved Home Language Survey. An EL, upon initial assessment by the appropriate state assessment (currently the California English Language Development Test or CELDT) and from additional information when appropriate, has been determined to lack the English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular academic curriculum. The EL subgroup in the AYP and API calculations includes RFEP students who have not scored at the proficient level or above on the CST in ELA for three times since being reclassified.
ELA	This item refers to the content area of English-language arts (ELA).

Grade or grade level	"Grade" or "grade level" refers to the grade level in which a student is enrolled. The "test grade level" is the grade level of the test taken by a student.
Growth Model Accountability System	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars.
HPSGP	The High Priority Schools Grant Program (HPSGP) provides assistance to the very lowest performing schools (API decile 1) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools.
II/USP	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on schools' progress.
LEA	A local educational agency (LEA) is a term used to designate a school district or county office of education.
LEP	A limited-English-proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL). (See "EL" for a precise definition.)
NCLB	The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state content standards for ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.
Numerically Significant Subgroups	A subgroup is numerically significant if it has at least 100 students or 50 students who represent at least 15 percent of the students to be tested at the school or LEA. A numerically significant subgroup under API and AYP includes the following subgroup types:

- African American (not of Hispanic Origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic Origin)
- Socioeconomically disadvantaged
- English learner
- Student with disabilities

Participation Rate

The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of students in every content area to have a valid API. This rule is applied only if the school has at least 100 or more students enrolled in a content area since the CBEDS data collection date. The participation rate also is used to determine API eligibility for awards. Funding for API awards is currently unavailable but may be reinstated in future years.

In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

PI

Program Improvement (PI) is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years. Title I funds are federal funds under the NCLB Act of 2001. A school will exit PI status when it makes AYP for each of two consecutive years. An LEA is identified as PI if for each of two consecutive years, the LEA does not make AYP, and it does not meet the AYP criteria in each grade span served in the LEA. There are required services and/or interventions that schools and LEAs must implement during each year they are in PI. These apply only to schools and LEAs receiving Title I funds.

PSAA

The Public Schools Accountability Act (PSAA) of 1999 established California's state accountability system requirements. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve non-traditional student populations (the Alternative Schools Accountability Model or ASAM).

RFEP	A reclassified fluent-English-proficient (RFEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English-proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA. This process demonstrates that students being redesignated have an English language proficiency comparable to that of average native English speakers.
SBE	The California State Board of Education (SBE) is the governing and policy-determining body of the California Department of Education (CDE). The SBE sets kindergarten through grade twelve education policy in the areas of standards, curriculum, instructional materials, assessment, and accountability.
STAR	The Standardized Testing and Reporting (STAR) Program is California's statewide testing program. The current STAR Program has four components: the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), an achievement test in Spanish published by Harcourt Assessment, Inc.; and the California Alternate Performance Assessment (CAPA), an assessment related to the California academic content standards that is designed to assess the performance of students with significant cognitive disabilities.
Status Model Accountability System	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars. It assumes all schools or LEAs must meet common minimum academic levels, regardless of where they start at the beginning of the school year. For example, a school that showed 100 points growth in the API from 2004 to 2005 reflects a school that greatly improved its results on statewide assessments from 2004 to 2005. The growth in the school's API reflects the progress the school made, regardless of the level of its beginning API score in 2004. However, the same school might not meet AYP criteria because its 2005 participation rate or percent proficient was below the AYP minimum target (or status bar) set for all schools.

API and AYP Frequently Asked Questions and Answers

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  - Grade Ten CAHSEE Only
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- CAPA 1.0 Percent Cap
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- Definition of Numerically Significant
- Definition of English Learners
  - RFEPs as English Learners
  - Twelve Months in U.S. Schools
- Definition of Students with Disabilities

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  - Testing Students in Science
  - Reasons for Assignment of 200 Policy
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- CAHSEE and Change of Schools
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Program Improvement (PI) (p. 90)
- Grade Span Calculations for PI Districts
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API and AYP Frequently Asked Questions and Answers

Number/Percent Tested

API 85 Percent and AYP 95 Percent Rules

What percentage of students must a school test to get an Academic Performance Index (API) and Adequate Yearly Progress (AYP) report? I've been told it is 85 percent by one source and 95 percent by another.

For the API, schools must have at least 85 percent tested in each content area to receive a valid API score, including schools in the Alternative Schools Accountability Program (ASAM). The content areas and grade levels are:

California Standards Tests (CSTs)

- English-language arts (grades two through eleven)
- Mathematics (grades two through nine)
- Science (grade five)
- History-social science (grades eight, ten, and eleven)

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), grades three and seven

- Reading
- Language
- Spelling
- Mathematics

This participation rule applies only to those content areas where the school has 100 or more students enrolled since the California Basic Educational Data System (CBEDS) data collection date. If a school has less than 85 percent in a content area, the API will be considered invalid, and no API report will be provided.

Additionally for the API, state regulations continue to specify participation rate criteria for API awards eligibility. Under these criteria, an elementary school must have at least a 95 percent participation rate, and high schools must have at least a 90 percent participation rate to be eligible for awards. However, because funding for awards has not been appropriated and will likely not be available in the future, these criteria have not been emphasized in API documents.

For the AYP, there is no minimum requirement to receive a score or a report. However, a school must have at least 95 percent of students tested schoolwide and for each numerically significant subgroup in both English-language arts (ELA) and mathematics separately to meet the AYP participation rate criteria. This rule applies to grades

two through eight on the CSTs and the California Alternate Performance Assessment (CAPA) and to grade ten on the California High School Exit Examination (CAHSEE) and CAPA. If the school has less than 95 percent, the school still gets an AYP report, but the school will not make AYP. Schools with fewer than 50 students enrolled are exempt from the AYP 95 percent rule. Also for AYP, a school must meet the API additional indicator criteria. If a school did not have an API because it had less then 85 percent tested in a content area, the school would not make AYP because it did not meet the API indicator criteria.

AYP Participation Rate

Enrollment First Day of Testing and After

For AYP, is the participation rate based upon the enrollment on the first day of testing or adjusted as students come and go?

The participation rate is based on enrollment on the first day of testing and then adjusted for students that leave prior to the date that a certain test is given.

Grade Ten CAHSEE Only

For high schools, is AYP participation based on grade ten CAHSEE only?

Yes. AYP does not include students in grades eleven or twelve who have passed the CAHSEE. Only API includes students in grades eleven or twelve who have passed the CAHSEE. Grade ten CAPA results are also included in the AYP.

Algebra I in Grade Ten or Eleven

If a student in grade ten or eleven is enrolled in Algebra I or higher and is absent from the mathematics portion of the STAR test, how will that affect our participation rate for AYP?

All results from the CST in mathematics in grades nine through eleven do not affect the AYP participation rate calculation because the AYP reports are based only on the grade ten CAHSEE results.

Modifications and AYP Participation Rate

For AYP and API, results of students who test with modifications on both the Standardized Testing and Reporting (STAR) Program and CAHSEE are calculated as far below basic for API and not proficient for AYP. Are there any special rules like this for participation rate for AYP?

For 2005, there are no special rules for students who tested with modifications for the participation rate. The participation rate is calculated as the sum of the number of students tested on the CST, grades two through eight; the CAHSEE, grade ten; and the California Alternate Performance Assessment (CAPA), grades two through eight and ten divided by the enrollment on the first day of testing for those same grade levels.

For 2006 AYP, students who test with modifications will not be counted as tested in the participation rate and their results will not be included in the percent proficient. This rule was mandated as a result of a federal audit. However, no revisions will be made in the 2006 API calculations to adjust for this change.

AYP Percent Proficient

Cut Scores

For AYP, what are the cut scores on the CSTs and CAHSEE for proficient in English-language arts and mathematics?

For AYP and API, the cut scale score for the CST in ELA is 350 for proficient or above, and the cut scale score for the CST in mathematics is 350 for proficient or above. The STAR Program performance level tables are provided at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

For AYP, proficient or above is a scale score of 380 or higher for either the ELA or the mathematics part of the CAHSEE. (The advanced scale score cut point for the ELA part of the CAHSEE is 403 and for the mathematics part of the CAHSEE is 422.)

For API, a scale score of 350 or higher is considered passing for either the ELA or the mathematics part of the CAHSEE.

CAPA 1.0 Percent Cap

AYP requirements include a cap of 1.0 percent on the percentage of students in an a local educational agency (LEA) whose CAPA scores can be counted as proficient or above. Is the CAPA 1.0 percent criterion the same for small school districts as well as large school districts?

No. Small LEAs have an automatic exemption. (An LEA is a school district or county office of education.) A small LEA is defined as either of the following:

- LEAs with ten or fewer valid CAPA scores in a content area

OR

- LEAs with five or fewer valid proficient and advanced CAPA scores in a content area

Definition of Proficient

The No Child Left Behind (NCLB) Act of 2001 requires that states establish three student achievement levels (basic, proficient, and advanced) in reading/language arts and mathematics for meeting AYP. How does California define these requirements?

For elementary and middle schools, results in grades two through eight from the CST in ELA and the CST in mathematics are used to determine the percentage of students scoring at the "proficient" level or above. The State Board of Education (SBE) approved performance levels on the CSTs at their meeting in February 2001. Five performance levels were adopted: advanced, proficient, basic, below basic, and far below basic. Sensitivity to gains at the lower levels was one major concern that prompted the adoption of five performance levels, rather than the minimum of three required by the NCLB Act. A student scoring proficient on the CST in ELA or the CST in mathematics is counted as proficient in the AYP calculation.

For high schools, California uses grade ten results from the CAHSEE, both the ELA part and the mathematics part, to establish AYP for high schools. The SBE adopted three achievement levels required under NCLB for the CAHSEE as part of a technical process. A student with a scale score of 380 or more on the ELA part of CAHSEE or on the mathematics part of CAHSEE is counted as proficient or above in the AYP calculation.

Graduation Rate

School Does Not Graduate Students

Why does my high school AYP report show a graduation rate when we don't even graduate students?

Section 200.19 of the federal Title I regulations requires the use of graduation rates as an additional indicator for high schools to determine AYP. The United States Department of Education (ED) insists that this requirement applies to "all" high schools, paradoxically including high schools that do not graduate students. This requirement includes all schools with any high school students (in grades nine through twelve) since the ED requires the use of a four-year graduation rate.

On its July 28, 2005, written approval of California's Accountability Workbook amendments, the ED references "graduation rates for charter high schools that do not graduate students." Although California had originally proposed assigning the state graduation rate to direct-funded charter high schools without graduates (which would have the result of holding them harmless for their AYP graduation rate indicator), the ED rejected the proposal. Instead, direct-funded charter high schools without graduates must be assigned the graduation rates of the school's charter authorizer wherever possible.

All schools, not just charter schools, use the district graduation rate if they do not have their own rate.

Subgroups

Definition of Socioeconomically Disadvantaged

Is the definition of socioeconomically disadvantaged (SED) for API and AYP the same and does it match the definition used in the STAR Program and CAHSEE?

Yes. The same definition is used for all. A student is defined as SED if the student participated in the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP) OR neither of the student's parents was a high school graduate (i.e., the most educated parent was not a high school graduate). The definition for AYP is on page 66 of the 2005 Accountability Progress Report Information Guide. The definition for the STAR Program is on page 55 of the 2005 Post-Test Guide Technical Information. The post-test guide is available in the Document Library at http://www.startest.org. The definition for CAHSEE is on pages 6–7 of the Educational Testing Service Score Reporting Specifications of November 18, 2005. Prior year STAR Program and CAHSEE results used different definitions.

Definition of Numerically Significant

For AYP, is the definition of "numerically significant" the same for participation rate and percent proficient?

No. "Numerically significant" for **participation rate** for schools or LEAs with 100 or more students enrolled on the first day of testing is defined as:

- 100 or more students enrolled on the first day of testing

OR

- 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population

"Numerically significant" for **percent proficient** for schools or LEAs with 100 or more valid scores is defined as:

- 100 or more students with valid scores

OR

- 50 or more students with valid scores who make up at least 15 percent of the total valid scores

A school or LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.

Definition of English Learners

RFEPs as English Learners

Are redesignated fluent-English-proficient (RFEP) students considered part of the English Learner subgroup?

For both API and AYP, RFEP students are considered English Learners if they have been designated RFEP and have not scored at the proficient level or above on the CST in ELA for three years. **The count of three years does not start until after the student has been redesignated as RFEP**. For the API similar schools ranks calculation, however, RFEPs are not included as English learners.

Twelve Months in U.S. Schools

Does the criterion of "twelve months or less" for English learners as a target group carry through when they are part of another target group, such as the SED or the Hispanic subgroup?

Yes. English learners who have been in the U.S. for less than 12 months are excluded from all percent proficient or above calculations for the AYP. However, they are not excluded from the API calculations or the AYP participation rate calculations.

Definition of Students with Disabilities

How is the students with disabilities subgroup defined?

A student is included in the students with disabilities subgroup if the student receives special education services and has a valid disability code on the student answer document.

Inclusions/Exclusions

Assignment of 200

Testing Students in Science

Is a school expected to test all freshman, sophomores, and juniors if we want the number of students tested on the CST in science to equal the number of valid scores for the API?

No. State law does not require this for high school graduation. The CSU/UC admission requirements are three years of mathematics and two years of science. Schools should base their testing decisions on what is best for each student.

The API assigns a weight of 200 for all non-mobile students in grades nine through eleven who do not have results for a CST in science.

This policy was first implemented in the 2002 Base API for the CST in mathematics and then for the CST in science in the 2003 Base API. The SBE will be reevaluating this policy for the 2006 API Base.

The assignment of 200 for students who do not do not take a CST in mathematics or in science is used only in API calculations and does not apply to AYP calculations.

Reasons for Assignment of 200 Policy

Since state law does not require schools to test each student in grades nine through eleven on the CST in science, why did the SBE begin assigning 200 in the API calculation for non-testing students in the CST in mathematics and CST in science?

There is no perfect way to include any test in the API when that test is not given to all students. The SBE adopted a method that rewards schools that provide more mathematics and science classes for which there are CSTs.

If the state based the API only on those students who took the test, then some schools might discourage many students (all but the smartest) from taking advanced mathematics and science classes in order to increase their API. The SBE recognized the need to have an API with some kind of incentives.

Since the average API score is adjusted to make the API Growth equal the API Base each year, the net effect of assigning 200 is close to zero. This means schools with a higher than average percent of students taking CST in mathematics and science actually have increased APIs due to the assignments. Only schools with below-average numbers of students taking the CST in mathematics and science tests have lower APIs due to the assignment rules.

The assignment of 200 policy will be reconsidered by the SBE for the 2006 API Base.

General Mathematics Standards Test

When students in grade eight or grade nine take the California General Mathematics Standards Test (CST in General Mathematics), how are their scores calculated for individual test levels and for AYP calculations?

The individual test report sent to the student has no adjustments for API or AYP.

The AYP calculation makes no adjustments for grade eight results, and grade nine results are not used in the AYP. Only grade ten California High School Exit Examination (CAHSEE) results are used in the AYP for grades nine through eleven.

The API calculation adjusts results for the CST in General Mathematics. The grade eight results are lowered one performance level and the grade nine results are lowered two performance levels to account for the fact that the test is based on grades six and seven state standards. No other adjustments are made for results of CST in mathematics.

CAHSEE and Change of Schools

A grade ten student was absent for the CAHSEE census administration at the school in which the student was enrolled. The student transferred to another school within the school district and took the make-up at his/her new school site. Which school is actually held accountable for that student (i.e., how is the student's information applied)?

The data for the student almost always are applied at the first school. There are a few exceptions when the data are applied at the second school. The student should have a census record at the first school. Since the student did not take the test at the first school, it will lower the first school's participation rate for AYP.

The student should also have a **census** record (**not** a make-up record) at the second school. New students always have census records, not make-up records, regardless of when they took the test (February, March, or May). Only students who already have a census record **at the same school** can have a make-up record.

If the test at the second school was given in March, the results will be included in the AYP calculations. If the test was given in May, it falls outside of the official February-March AYP census window, and the results will not be counted at the second school.

Enrolled in District But Not School

If a student was enrolled in a school district for the October CBEDS data collection day but was not enrolled in the school for the October CBEDS day, is the student included in the school's AYP and API?

No. If the student was continuously enrolled in the school district but not the school since the October CBEDS data collection day, the student test results are counted in the AYP percent proficient calculation (and in the calculation of the API) for the school district report but not for the school report. For the AYP participation rate calculation, however, the student test results are counted in both the school district and the school reports.

Enrolled in School But Not District

If a student was enrolled in the school for the October CBEDS data collection day but was not enrolled in the school district for the October CBEDS day, is the student included in the school's AYP and API?

Yes. In almost all cases, this is a data error and must be fixed. The student will be counted in the school API and AYP reports and not the district reports. It is important that these data are corrected.

Definition of Non-mobile

What is the significance of the term "non-mobile"?

Non-mobile students are students who have been continuously enrolled in the school from the CBEDS date to the testing date. Only the results of non-mobile students are considered "valid scores" and are included in the API calculation and AYP percent proficient.

English Learner Inclusion/Exclusion Rules

When are test score results for English learners included or excluded in the API score or AYP results?

The rules are somewhat different for state API versus federal AYP requirements. For both API and AYP, any student record that shows the student was NOT continuously enrolled in the school or district from the prior CBEDS to the testing date is NOT included in the school or LEA valid scores respectively.

Additionally, for AYP, English learners who were first enrolled in U.S. schools for less than a year are not included in the school or LEA valid scores. For the 2006 AYP, this means that English learners enrolled in the school after March 15, 2005, are not counted in the valid scores (for calculating percent proficient results) on the 2006 AYP report. (For API, these students are included in the schoolwide API but excluded from the English learner subgroup API in order for the English learner subgroups to match for AYP and API.) See also pages 35 and 84.

Definition of Continuously Enrolled

What is the definition of "continuously enrolled"?

The following description is an excerpt from page 7 of the Appendices of the 2005 STAR District and Test Site Coordinator's Manual, available from the Document Library (in the Archive Library) at http://www.startest.org:

Use the following to determine continuous enrollment for these sections.
Evidence of withdrawal from a school or district includes but may not be limited to:

- Student died while enrolled in school.
- Parent/guardian withdrew student to enroll in another school or district.
- Parent/guardian withdrew student with intent to home school.
- Student was placed in the California Youth Authority (CYA).

Reasons for dropping a student from a school's or district's enrollment include but may not be limited to:

- Student was expelled from the school and district with no further participation in an academic program.

- The school/district has evidence (documentation) that the student moved.
- Student left school and met the state criteria of a dropout.

If a student is absent for an extended period of time due to illness, vacation, or a temporary move during which the student does not enroll in another school, the student is to be counted as continuously enrolled.

Bridge Schools

How are the API and AYP determinations different for a bridge school with a grade span of seven through twelve?

To meet state requirements for the inclusion of the scale calibration factor (SCF), the API is calculated separately for three main grade span segments: grade levels two through six, seven through eight, and nine through eleven. Bridge schools have grade spans that overlap these categories (e.g., kindergarten through grade twelve). In these cases, the API calculation is the average of the APIs for the grade span segments, weighted by the sum of the products of test weights multiplied by the number of valid scores across content areas for a school.

To meet federal requirements of the NCLB Act for California, however, AYP results are calculated for grade levels two through eight and ten. In these cases, there is no averaging. The results for each segment are added together, and the percent proficient or above is determined from the total number proficient or above divided by the total number of valid scores.

Because the grade span segments differ for API and AYP calculations, however, a school may have different grade levels included in its API and AYP results. For a school with a grade span of seven through twelve, the API calculation would be the weighted average of the APIs for grades seven through eight and nine through eleven. For the same school, the AYP calculations would be based on the test results for grades seven through eight and grade ten.

District of Residence

District of Residence Code

Are all the students who are identified as receiving special education services at our county office of education (COE) required to have a county-district (CD) code for district of residence?

All of the special education students sent to the COE from a school district who are in a special education program (but not in court schools or other non-special education programs) should have a CD code for district of residence coded on their answer document (section 17 of the STAR Program student answer document). However, the student answer documents for these students should be submitted under the School and Grade Identification Sheets (SGIDs) for the COE school or program where the student receives services.

Students Outside the COE

Our COE receives Average Daily Attendance (ADA) funding for several special education students from outside our county who were placed into a group home in our county and enrolled in a nonpublic school in our county. What CD code should be used for the district of residence for these students?

Because the student was placed in a group home, the responsibility rests with the COE, and the COE should be coded as the district of residence.

Where Scores Are Counted

We have some students enrolled in a COE special education program. All of these students take the CAPA. For AYP and API, will these students' scores be included in the COE results or in our school district results for 2005? Is this a change from previous years?

The test scores at the school level will remain with the COE school report but will roll back into the school district of residence totals for your LEA report. This is a change for 2005 that was necessary to comply with NCLB requirements. All of these students will count towards the 1.0 percent cap for CAPA on the school district's 2005 APR report.

There is one exception to this rule. If the student was placed by the court in the COE program, the student is to be reported as residing in the LEA where the student is placed. Therefore, the district of residence on the student's answer document should be blank, and the student's results would be included in the COE's LEA report.

Program Improvement (PI)

Grade Span Calculations for PI Districts

For the new grade span calculations in determining PI districts, which "targets" were used?

The grade spans of two through five and six through eight use the same AYP targets as those applied to elementary and middle schools. The grade span ten uses the same AYP targets as those applied to high schools.

TAS and PI Identification

This question pertains to the changes in how a Targeted Assistance School (TAS) is identified for PI. When determining whether a subgroup within the socioeconomically disadvantaged (SED) subgroup is numerically significant, do the same rules that apply to the school apply to the SED subgroup?

Yes. The same rules apply. It is possible that a subgroup of the school will not be numerically significant for the school but will be numerically significant for the subgroup within the SED subgroup. For example, a school has 1000 valid test scores and of those, 300 are SED. Of those 300 SED, 60 are English learners (20 percent of 300). These are all the English learners in the entire school. So even though the English learner subgroup is not numerically significant for the school (only 6 percent of 1,000), it is numerically significant for the SED subgroup since it has more than 50 valid scores and comprises at least 15 percent of that subgroup.